



Career Cluster Resources for Human Services



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Introduction

The States' Career Cluster Initiative

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The U.S. Department of Education Office of Vocational and Adult Education (OVAE) has identified 16 career clusters representing career opportunities for the 21st century economy. These clusters will frame student opportunities as they pursue postsecondary education and a wide range of career opportunities from front-line to professional and managerial careers.

Helping students make their dreams become a reality was the driving force behind the nation's Career Clusters initiative launched June 1, 2001. Twelve lead states and the District of Columbia were partners in the development of the tools supporting eleven career clusters which, when combined with the five clusters that have already been developed, will represent all career possibilities.

The National Association of State Directors for Career and Technical Education Consortium (NASDCTEc) and their Board of Directors assumed leadership for coordinating the project. This in itself was unique for a project of this scope. The Board and the State Directors organization believed that this initiative was of such potential impact on the Career Technical delivery system in the country that they needed to play this leadership role in the project, assuring that the materials had utility in their states once completed. Therefore, the NASDCTEc in conjunction with the State of Oklahoma (the project fiscal agent) prepared and submitted a proposal to OVAE in January of 2001. This proposal was funded at a \$2.2 million dollar level, with expectations of a second year of funding of \$2.5 million. The plan to develop eleven curriculum frameworks was very aggressive, given that each of the prior projects, designed to develop and pilot test materials for a single cluster, had received in excess of \$1 million dollars for their multiyear development work.

The project was designed to establish curriculum frameworks and supportive materials for each cluster, with a broad-based advisory committee for each cluster, led by a state. There was also a National Advisory Committee consisting of members from each of the cluster committees, along with other stakeholders. The National and State Cluster advisory committees were responsible for identifying the frameworks, pathway and foundation knowledge and skills, and other supportive

materials. The committees included representatives from states, schools, education and training, business and industry, associations, and others directly impacted by the materials.

The development of materials for each of the eleven clusters was led by a different state, with business and industry at the helm. The lead states included: Idaho and Iowa (jointly leading the Agriculture, Food and Natural Resources cluster), Pennsylvania (Architecture and Construction), Ohio (Marketing, Sales and Service), North Dakota (Finance), West Virginia (Hospitality and Tourism), South Carolina (Business, Management and Administration), Kentucky (Human Services), Arkansas (Law, Public Safety and Security), North Carolina (Science, Technology, Engineering and Mathematics), Michigan (Education and Training), and Oklahoma and the District of Columbia/Washington D.C. (jointly leading the Government and Public Administration cluster).

The five additional career clusters included Health Science led by the State of Utah, Manufacturing led by the State of Indiana, Arts, Audio Video Technology and Communications led by the V-TECS Consortium, Information Technology led by the Educational Development Center, Inc., and Transportation, Distribution and Logistics Cluster led by the State of Illinois. These clusters plan to complete their work by June 30 of 2003.

To facilitate and coordinate the developmental work of the Cluster Initiative, staff was identified and housed at the Oklahoma Department of Career and Technical Education. The staff consisted of four Cluster Coordinators: Marsha Daves, Greg Dewald, Curtis Shumaker, and Pam Stacey. Additionally, Denise Christy provided research and web development support, Lisa Batchelder provided financial support, and Karan Smith provided administrative support.

Development work for the States' Career Clusters Initiative began June 1, 2001, and the first meeting of lead states, OVAE staff, and cluster staff was held in Oklahoma City in mid-June. At this meeting, project objectives, general direction, timelines, and the initial research goals were identified. This work continued through the fall and winter of 2001 and included the identification of cluster advisory committee members, the development of cluster frameworks based on the prototype cluster models provided by V-TECS, and the identification of occupations and draft pathways along with degrees and certificates associated with the career specialties/occupations in each of the clusters.

In January of 2002, the lead state teams were brought together in Phoenix to begin the process of developing knowledge and skill statements for each of the cluster pathways and foundations. Contracted writers and lead state cluster advisory committee members, depending upon

the decisions of cluster leadership, carried out this work. A part-time editor in Oklahoma provided consistency across the cluster knowledge and skill statements. One concern that was addressed early in the process was the need for a “common look and feel” across the clusters. Ultimately, this was accomplished not only for the eleven clusters in the States’ Career Clusters Initiative, but also through close cooperative relationships between the projects, all the cluster knowledge and skill statements were developed (or retro-fitted) using the same format. This format includes a knowledge/skill statement with associated performance elements and measurement criteria. This format provides the tools needed for curriculum and assessment developers as they take the materials to the classroom.

The National Advisory Committee met in March of 2002, and reviewed the curriculum frameworks, credentials list, and lead state advisory committee memberships and structures, and forwarded those materials to the Executive Committee for the Project. The Executive Committee, made up of the Board of the NASDCTEc, also met in March, approved the materials and discussed the future actions needed to assure implementation of the cluster materials.

Originally, the project was designed for a minimum of two years and was to include the identification of 110 pilot test sites across the country, along with the development of assessments and certifications for the clusters. The Office of Vocational and Adult Education, however, determined in November of 2001 that the goals of the project were “too broad”, and terminated the project as of September 30, 2002.

Development of the products needed for curriculum and assessment was fast-tracked, with the knowledge and skill statements, performance elements and measurement criteria ready for validation by July 15, 2002. This was the result of a major effort of lead state advisory committees and staff responding to the shortened timeline and the need for quality product.

Given the efforts of the developmental teams, cluster advisory committee members were able to review and validate the knowledge and skills and supporting elements. Additionally, a national web-based validation was conducted from July 15 to August 15, 2002. All 50 states were invited to a dissemination meeting held in Charleston, South Carolina Sept 13, 2002, where the materials were distributed to participants for their use in updating their curriculum.

For further information on the status of the materials, go to the web-site, <http://www.careerclusters.org/>.

Section I – Pathway Model



Preparing individuals for employment in career pathways that relate to families and human needs.

Sample Career Specialties / Occupations	<ul style="list-style-type: none"> • Directors, Childcare Facilities • Assistant Directors, Childcare Facilities • Elementary School Counselors • Preschool Teachers • Educators for Parents • Nannies • Teachers' Assistants • Childcare Assistants/Workers 	<ul style="list-style-type: none"> • Clinical and Counseling Psychologists • Industrial-Organizational Psychologists • Sociologists • School Counselors/Psychologists • Substance Abuse and Behavioral Disorder Counselors • Mental Health Counselors • Vocational Rehabilitation Counselors • Career Counselors • Employment Counselors • Residential Advisors • Marriage, Child and Family Counselors 	<ul style="list-style-type: none"> • Community Service Directors • Adult Day Care Coordinators • Coordinators of Volunteers • Licensed Professional Counselors • Religious Leaders • Directors, Religious Activities/Education Programs • Human Services Workers • Social Services Workers • Vocational Rehabilitation Counselors • Employment Counselors • Career Counselors • Vocational Rehabilitation Service Workers • Leisure Activities Coordinators • Dieticians • Geriatric Service Workers • Adult Day Care Workers • Residential Advisors • Emergency and Relief Workers • Community Food Service Workers • Community Housing Service Workers • Social and Human Services Assistants 	<ul style="list-style-type: none"> • Barbers • Cosmetologists, Hairdressers, & Hairstylists • Shampooers • Nail Technicians, Manicurists & Pedicurists • Skin Care Specialists/Estheticians • Electrolysis Technicians • Electrologists • Funeral Directors/Morticians • Embalmers • Funeral Attendants • Personal and Home Care Aides • Companions • Spa Attendants • Personal Trainers • Massage Therapists 	<ul style="list-style-type: none"> • Consumer Credit Counselors • Consumer Affairs Officers • Consumer Advocates • Certified Financial Planners • Insurance Representatives • Bankers • Real Estate Services Representatives • Financial Advisors • Investment Brokers • Employee Benefits Representatives • Hospital Patient Accounts Representatives • Customer Service Representatives • Consumer Research Department Representatives • Consumer Goods or Services Retailing Representatives • Market Researchers • Account Executives • Sales Consultants • Event Specialists • Inside Sales Representatives • Field Merchandising Representatives • Buyers • Small Business Owners
Pathways	Early Childhood Development & Services	Counseling & Mental Health Services	Family & Community Services	Personal Care Services	Consumer Services
Cluster K&S	<p style="text-align: center;">Cluster Knowledge and Skills</p> <p style="text-align: center;">♦ Academic Foundations ♦ Communications ♦ Problem Solving and Critical Thinking ♦ Information Technology Applications ♦ Systems</p> <p style="text-align: center;">♦ Safety, Health and Environmental ♦ Leadership and Teamwork ♦ Ethics and Legal Responsibilities</p> <p style="text-align: center;">♦ Employability and Career Development ♦ Technical Skills</p>				



Section II – Cluster Knowledge and Skills

Human Services

Cluster Knowledge and Skill Statement

Academic Foundations

Statement: *Complete required training and education/certification to prepare for human services employment.*

Performance Element: Identify requirements for occupational choice.

Measurement Criteria: *Complete requirements for occupational choice.*

Performance Element: Manage time to participate in career-related training and/or degree programs.

Measurement Criteria: *Present documentation of courses/degrees, training and/or credential successfully completed.*

Statement: *Apply mathematical skills and concepts of data analysis to perform human services tasks.*

Performance Element: Analyze and interpret data to maintain operational documents.

Measurement Criteria: *Perform calculations and interpret data at the 12th grade level.*

Statement: *Use and evaluate information resources to accomplish specific human services tasks.*

Performance Element: Use informational texts, Internet web sites, and/or technical materials to review and apply information sources to human services tasks.

Measurement Criteria: *Use databases and technical manuals.*

Measurement Criteria: *Identify and evaluate applicable written material.*

Cluster Knowledge and Skill Statement

Communications

Statement: *Apply principles of effective oral and written communication to talk and write effectively.*

Performance Element: Match communication strategies to the situation (individual and group) and context.

Measurement Criteria: *Use appropriate communication strategy for most effective outcome.*

Performance Element: Use forms of technical writing appropriately to communicate clearly.

Measurement Criteria: *Ensure that written/oral communication is well organized, accurate, clear, and complete as well as using appropriate field/technological terms and definitions.*

Statement: *Use listening skills to effectively interact with others.*

Performance Element: Use listening skills to acquire spoken information.

Measurement Criteria: *Accurately identify issues presented.*

Statement: *Recognize forms of non-verbal communication to fully understand meaning.*

Performance Element: Apply and/or interpret nonverbal communication techniques to receive complete significance of messages.

Measurement Criteria: *Recognize and use non-verbal communication.*

Statement: *Use aspects of cross-cultural communication to address diversity.*

Performance Element: Recognize barriers and use alternative communications (e.g., sign language) or other languages to match the communication needs of the individual.

Measurement Criteria: *Communicate respectfully and effectively with people of different cultures.*

Statement: *Use helpful communication techniques to support individuals and groups (e.g., conflict resolution, facilitation skills).*

Performance Element: Choose appropriate strategy to resolve conflicts.

Measurement Criteria: *Resolve conflicts.*

Cluster Knowledge and Skill Statement

Problem Solving and Critical Thinking

Statement: *Assist individuals to recognize concerns and make informed decisions.*

Performance Element: Use several approaches to identify and evaluate alternatives.

Measurement Criteria: *Help individuals accurately describe alternatives.*

Measurement Criteria: *Assist individuals to understand the potential outcomes of all alternatives.*

Measurement Criteria: *Evaluate and use customer feedback effectively.*

Statement: *Develop an individualized plan to reflect an individual's preferences, needs and interests.*

Performance Element: Use planning strategies to develop a plan.

Measurement Criteria: *Use effective problem-solving and decision-making techniques when assisting the individual with planning.*

Measurement Criteria: *Produce a work schedule related to the plan.*

Performance Element: Evaluate milestones toward planned goals to measure progress.

Measurement Criteria: *Document outcomes of planned activities.*

Cluster Knowledge and Skill Statement

Information Technology Applications

Statement: *Use technology to access, manage, integrate and create information.*

Performance Element: Use appropriate software applications to prepare documents and presentations.

Measurement Criteria: *Accurately produce specific information from records within a deadline.*

Measurement Criteria: *Produce clear communication.*

Statement: *Use existing classification systems to manage information.*

Performance Element: Use technology to channel data according to classification systems.

Measurement Criteria: *Accurately produce documents based on classification systems.*

Statement: *Use technology to analyze and interpret information.*

Performance Element: Summarize, compare and contrast information to make informed decisions.

Measurement Criteria: *Describe and accurately summarize information/data using charts, graphs, and descriptive statistics.*

Cluster Knowledge and Skill Statement

Systems

Statement: *Apply principles of planning, design and development to accomplish long-range goals.*

Performance Element: Design programs or activities to meet specific organizational needs.

Measurement Criteria: *Document that programs and activities effectively address needs.*

Statement: *Use the range of human resources available to accomplish team objectives.*

Performance Element: Identify and align human resources to meet team objectives.

Measurement Criteria: *Document that team objectives have been met.*

Cluster Knowledge and Skill Statement

Safety, Health, and Environmental

Statement: *Recognize risks and potentially hazardous situations to achieve a safe and healthy environment.*

Performance Element: Implement procedures to protect the health and safety of all individuals.

Measurement Criteria: *Use safety techniques in managing an emergency and ensuring a safe environment.*

Measurement Criteria: *Document and report emergency/crisis situations and outcomes to appropriate authorities.*

Statement: *Evaluate emergency situations to defuse them and determine intervention strategies.*

Performance Element: Manage the physical and social environment to reduce conflict and promote safety of participants, workers and others.

Measurement Criteria: *Use safety techniques in managing an emergency and ensuring a safe environment.*

Measurement Criteria: *Document and report emergency/crisis situations and outcomes to appropriate authorities.*

Statement: *Study policies, procedures, and regulations regarding health and safety to promote a safe workplace.*

Performance Element: Follow regulations and organizational policies and procedures to assure a safe and healthy environment.

Measurement Criteria: *Anticipate, respond and document health and safety compliance.*

Cluster Knowledge and Skill Statement

Leadership and Teamwork

Statement: *Recognize the organization's mission and its priorities to ensure quality.*

Performance Element: Review the organizational mission to develop organizational priorities.

Measurement Criteria: *Assist in setting organizational priorities to ensure quality.*

Performance Element: Establish and maintain effective working relationships with all levels of personnel to provide effective services to the client/participant.

Measurement Criteria: *Use interpersonal skills to build effective working relationships.*

Performance Element: Use organization's policies, procedures and regulations to work with co-workers to develop practices sensitive to cultural, religious, disability, and gender issues.

Measurement Criteria: *Set up and/or participate in workshops relating to cultural, religious, disability, and gender issues specific to human services careers.*

Measurement Criteria: *Develop service guidelines with other co-workers .*

Statement: *Recognize and model leadership and teamwork behaviors to inspire and motivate others.*

Performance Element: Participate in civic and community leadership and teamwork opportunities to enhance skills.

Measurement Criteria: *Mentor others for high performance.*

Measurement Criteria: *Document participation in civic and community service.*

Performance Element: Use leadership skills to motivate others.

Measurement Criteria: *Conduct self-assessment of leadership skills.*

Statement: *Recognize and use team work skills to take advantage of diverse abilities.*

Performance Element: Work effectively with others to achieve objectives in a timely manner.

Measurement Criteria: *Assess effectiveness of teamwork skills.*

Performance Element: Use conflict-management skills to facilitate solutions.

Measurement Criteria: *Resolve conflicts.*

Cluster Knowledge and Skill Statement

Ethics and Legal Responsibilities

Statement: *Apply ethical and legal responsibilities to all conduct in the workplace.*

Performance Element: Comply with legal requirements to assure appropriate conduct.

Measurement Criteria: *Assess and document legal compliance.*

Performance Element: Adhere to recognized ethical standards to inspire confidence.

Measurement Criteria: *Assess and document adherence to ethical standards.*

Performance Element: Consult and seek ethical and legal guidance to assure continued compliance.

Measurement Criteria: *Document, review, and resolve ethical and legal conflicts.*

Statement: *Study legal requirements of personal liability to help guide personal conduct.*

Performance Element: Apply legal requirements to prevent personal liability.

Measurement Criteria: *Assess adherence to appropriate personal liability requirements.*

Cluster Knowledge and Skill Statement

Employability and Career Development

Statement: *Continue professional development to keep current on relevant resources and information.*

Performance Element: Use self assessment, organizational priorities, journals, Internet sites, professional associations, peers and other resources to develop goals that address training, education and self-improvement issues.

Measurement Criteria: *Write a professional development plan.*

Performance Element: Participate in relevant conferences, workshops, mentoring activities and in-service training to stay current with recent changes in the field.

Measurement Criteria: *Document completed conferences, workshops, mentoring activities and in-service training.*

Statement: *Apply career development principles to assure personal and professional growth.*

Performance Element: Manage work roles and responsibilities to balance them with other life roles and responsibilities.

Measurement Criteria: *Record verbal and/or written feedback from clients/participants regarding role balance.*

Measurement Criteria: *Write annual performance goals incorporating role balance.*

Measurement Criteria: *Initiate self-assessment of role balance.*

Human Services

Cluster Knowledge and Skill Statement

Technical Skills

Statement: *Apply technical knowledge and skills required to function in career paths within the Human Services area.*

Performance Element: Practice skills in a chosen career path to gain familiarity with technical processes.

Measurement Criteria: *Maintain successful employment.*

Statement: *Use resource allocation and distribution to assist with planning the delivery of human services.*

Performance Element: Identify strategies to provide human services in the most cost effective manner.

Measurement Criteria: *Appropriately use resources.*

Statement: *Apply principles of human development to enhance the well being of the individual.*

Performance Element: Provide services aligning with human development principles to meet individual needs.

Measurement Criteria: *Assess and document the satisfaction of clients/customers/participants with services provided.*

Section III – Pathway Knowledge and Skills

PATHWAY: Early Childhood Development & Services

Pathway Topic: Academic Foundations

Pathway KS Statement: *Obtain adequate education to meet state-specific requirements for work.*

Performance Element: Hold a high school diploma and meet state specific requirements.

Measurement Criteria: *Present legitimate credentials at job interview.*

Performance Element: Hold a bachelors degree in early childhood development (highly desired) and meet state specific requirements to qualify for employment.

Measurement Criteria: *Present legitimate credentials at job interview.*

Performance Element: Follow through with continuing education requirements to maintain skills.

Measurement Criteria: *Document continuing education classes.*

Measurement Criteria: *Provide documentation to supervisor for review and filing.*

Pathway Topic: Communications

Pathway KS Statement: *Uses grammatically correct standard English and competent reading skills to communicate.*

Performance Element: Give directions and guidance to children in a kind and easily understood manner to enhance learning and direct behavior.

Measurement Criteria: *Confirm that children understand and respond by following directions.*

Performance Element: Engage children in meaningful and developmentally appropriate conversations to enhance learning and direct behavior.

Measurement Criteria: *Confirm that children seek information, ask questions, and engage in conversations with adults.*

Performance Element: Engage in meaningful conversations with parents and children to support curriculum development and classroom management.

Measurement Criteria: *Provide children with learning opportunities that are meaningful and developmentally- appropriate.*

Measurement Criteria: *Make changes in expectations as needed.*

Measurement Criteria: *Ask children for input on classroom rules and routines.*

Measurement Criteria: *Seek parental input for suggestions and advice.*

Measurement Criteria: *Ask parents to indicate their expectations and hopes.*

Pathway KS Statement: *Listen respectfully and attentively to children, parents, and staff members to collect input.*

Performance Element: Engage children and parents in meaningful conversations (showing interest and openness when listening) to encourage participation.

Measurement Criteria: *Interact with children on their level, bend down to engage children and provide support.*

Measurement Criteria: *Confirm that staff members comment and question children when appropriate.*

Measurement Criteria: *Regularly engage parents in conversations concerning their child's development, child development in general and current issues in the program or classroom.*

Pathway Topic: Communications

Measurement Criteria: *Regularly engage children in meaningful conversations about areas of interest to the child.*

Measurement Criteria: *Ask children to comment and question openly and often.*

Measurement Criteria: *Re-phrase and respond to comments appropriately and accurately.*

Pathway KS Statement: *Write plainly, synthesizing and summarizing childhood development and services information to assure it is easily understood by parents and staff members.*

Performance Element: Develop accurate progress notes and lesson plans to document children's development and services provided.

Measurement Criteria: *Discuss lesson plans and progress notes with other staff members and parents.*

Measurement Criteria: *Store past lesson plans and progress notes that are available for review.*

Performance Element: Develop and send parent notifications and newsletters to maintain family involvement.

Measurement Criteria: *Document parents' actions and comments indicating understanding of information provided.*

Pathway KS Statement: *Create and organize parent-teacher conferences, open houses and family forums to enhance family and community involvement.*

Performance Element: Hold formal and informal meetings with parents to discuss children's progress.

Measurement Criteria: *Communicate scheduled meetings to parents and family.*

Measurement Criteria: *Keep accurate meeting records.*

Measurement Criteria: *Implement action plans that are agreed to by all parties.*

Pathway Topic: Problem Solving and Critical Thinking

Pathway KS Statement: *Apply problem solving and critical thinking skills to provide solutions.*

Performance Element: Recognize and apply appropriate practice to manage the learning environment.

Measurement Criteria: *Establish a developmentally-appropriate learning environment in which children are able to succeed.*

Measurement Criteria: *Make changes when necessary.*

Performance Element: Recognize child development that is both typical and atypical to provide intervention when needed.

Measurement Criteria: *Respond quickly to situations that require adult intervention, such as injury or behavior issues.*

Measurement Criteria: *Take immediate action to help a child, which may include first aid or calling 911.*

Measurement Criteria: *Use first aid with universal precautions.*

Measurement Criteria: *Inform supervisor of problem and action.*

Measurement Criteria: *Document incident report.*

Human Services

Pathway Topic: Information Technology Applications

Pathway KS Statement: *Use technology to enhance child care programs.*

Performance Element: Use computer and applicable software for record keeping, lesson plans, and children's learning activities.

Measurement Criteria: *Keep lesson plans and accurate records up-to-date and readily available.*

Measurement Criteria: *Engage children in utilizing computer technology.*

Pathway Topic: Systems

Pathway KS Statement: *Maintain relationship with licensing and certification organizations to keep up with news and changes.*

Performance Element: Identify updates in the licensing regulations to implement changes as needed.

Measurement Criteria: *Document that program is compliant with current licensing regulations.*

Performance Element: Respond to all licensing and certification communications in a timely manner to ensure compliance.

Measurement Criteria: *Maintain required credentials.*

Performance Element: Initiate communication as needed to handle situations and problems.

Measurement Criteria: *Respond proactively when problems arise.*

Measurement Criteria: *Follow through with suggestions provided.*

Performance Element: Cooperate with all service providers to offer client services.

Measurement Criteria: *Respond to requests or concerns.*

Measurement Criteria: *Follow through with solutions in a timely manner.*

Pathway KS Statement: *Create working relationships with parents and family members to maintain involvement.*

Performance Element: Provide ways for all staff members to know all parents and family members served.

Measurement Criteria: *Greet parents and family members when they enter the program or classroom.*

Measurement Criteria: *Use correct names for parents and family members.*

Measurement Criteria: *Talk to parents and families.*

Pathway Topic: Health, Safety and Environment

Pathway KS Statement: *Follow through with safety and sanitation procedures to assure compliance and readiness.*

Performance Element: Anticipate potential hazards and react in a timely manner to ensure children's safety.

Measurement Criteria: *Provide a safe and sanitary environment.*

Measurement Criteria: *Provide supervision at all times.*

Pathway Topic: Leadership and Teamwork

Pathway KS Statement: *Create an inviting and encouraging atmosphere to encourage parent and family participation.*

Performance Element: Present opportunities to enhance parent's and family's roles

Pathway Topic: Leadership and Teamwork

as primary teachers.

Measurement Criteria: *Write and phone parents/family regularly to inform them about child's progress and activities.*

Measurement Criteria: *Request parents' suggestions for curriculum development.*

Measurement Criteria: *Schedule appointments at parents' requests or on own initiative to discuss child's development.*

Measurement Criteria: *Provide parents with developmental information about their child and typically developing children of their child's age.*

Pathway Topic: Ethics and Legal Responsibilities

Pathway KS Statement: **Adhere to ethical and legal responsibilities to protect children and families.**

Performance Element: **Comply with laws and regulations to maintain a successful workplace.**

Measurement Criteria: *Follow through with reporting cases of child abuse.*

Measurement Criteria: *Maintain confidentiality when handling any information concerning children, parents or other staff members.*

Performance Element: **Respect diversity to benefit from all human resources available.**

Measurement Criteria: *Treat children, parents and other staff with respect at all times.*

Pathway Topic: Technical Skills

Pathway KS Statement: **Apply principles of child growth and development, including social, emotional, physical and cognitive milestones to provide comprehensive program offerings.**

Performance Element: **Create developmentally appropriate activities to enhance learning.**

Measurement Criteria: *Observe, assess, and document children's progress.*

Performance Element: **Create lesson plans reflecting various interests and developmental levels to serve all children.**

Measurement Criteria: *Observe, assess, and document children's progress.*

Performance Element: **Evaluate curriculum for compliance with state-specific and NAEYC standards.**

Measurement Criteria: *Observe, assess, and document that children participate eagerly and actively.*

Measurement Criteria: *Observe, assess, and document that children show developmental progress.*

Measurement Criteria: *Document that curriculum meets standards.*

Performance Element: **Evaluate child's strengths and needs to ascertain program goals.**

Measurement Criteria: *Create rapport with the children and parents/family members.*

Measurement Criteria: *Analyze children's developmental level from observation and elicited information.*

Performance Element: **Synthesize information to develop a plan for each child.**

Measurement Criteria:

Pathway Topic: Technical Skills

Observe, assess, and document that children can follow the plan successfully and that children show progress.

Pathway KS Statement: ***Incorporate play and other activities to develop children's skills.***

Performance Element: Create activities suitable for varied learning styles and needs.

Measurement Criteria: *Observe, assess, and document that children are actively participating.*

Measurement Criteria: *Observe, assess, and document that children show developmental progress.*

Pathway KS Statement: ***Evaluate activities and curriculum for inclusiveness of cultural diversity.***

Performance Element: Establish environment to highlight richness and diversity of children, parents and families in the program.

Measurement Criteria: *Behave courteously and respectfully to people of all cultures.*

Measurement Criteria: *Create learning activities focused on various cultures.*

Measurement Criteria: *Give parents an opportunity to share their culture in the classroom.*

Measurement Criteria: *Provide books, posters, food and music representing diversity.*

PATHWAY: Counseling & Mental Health Services

Pathway Topic: Academic Foundations

Pathway KS Statement: *Obtain adequate education to meet state-specific requirements, including licensures and certifications.*

Performance Element: Meet minimum educational requirements and customize learning to meet job requirements.

Measurement Criteria: *Display or present bona fide educational or professional credentials as requested/required.*

Measurement Criteria: *Maintain good standing in applicable criminal and professional registries.*

Performance Element: Follow through with continuing education requirements to improve professionalism.

Measurement Criteria: *State professional development goals consistent with the job and individual skill sets.*

Measurement Criteria: *Keep and store documentations of education.*

Measurement Criteria: *Send documentation to licensing or certifying boards in a timely manner.*

Performance Element: Apply updated theory and knowledge effectively in specific situations.

Measurement Criteria: *Document the use of updated theory and knowledge and associated results.*

Performance Element: Research interventions and theories that may be relevant.

Measurement Criteria: *Use proactive approach to problem solving.*

Measurement Criteria: *Develop a research based plan.*

Pathway Topic: Communications

Pathway KS Statement: *Apply principles of communication strategies to establish a collaborative relationship with the client.*

Performance Element: Use effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.

Measurement Criteria: *Use active listening skills.*

Performance Element: Conduct open discussion to evaluate client's state of readiness for change.

Measurement Criteria: *Give, receive and act upon feedback promptly and with sensitivity to an individual's experiences and cultural background.*

Measurement Criteria: *Use the communication skills required to manage conflict involving the participants.*

Pathway KS Statement: *Use principles of clarity and organization to write and speak well.*

Performance Element: Incorporate language that is respectful of the individual, emphasizes capabilities, and is non-discriminatory.

Measurement Criteria: *Though written and oral communications, use language that is respectful of the individual, emphasizes capabilities, and is*

Pathway Topic: Communications

non-discriminatory.

Performance Element: Solicit individual's choice and preferences to explain mental health services.

Measurement Criteria: *Evaluate client's state of readiness for counseling or other mental health services.*

Measurement Criteria: *Document informed consent.*

Performance Element: Synthesize information to choose effective strategy to educate client about the counseling process.

Measurement Criteria: *Document client acknowledgement of financial responsibilities.*

Measurement Criteria: *Speak clearly, understandably and to the point.*

Measurement Criteria: *Analyze nonverbal behavior.*

Measurement Criteria: *Ask open ended questions.*

Pathway KS Statement: **Apply principles of functional and specialized assessments to evaluate specific needs.**

Performance Element: Evaluate and interpret information to prepare file documents.

Measurement Criteria: *Obtain past records whenever possible.*

Measurement Criteria: *Obtain releases for information and consults with past mental health providers or others who may have helpful information.*

Performance Element: Include client participation to recognize issues and/or problems.

Measurement Criteria: *Present evaluation for client response.*

Measurement Criteria: *Address any denial of issues.*

Performance Element: Incorporate client's perceptions to suggest solutions.

Measurement Criteria: *Contract for counseling plan.*

Measurement Criteria: *Collaborate with client to draw up a resource list.*

Performance Element: Evaluate client's progress in a timely manner to promote client confidence.

Measurement Criteria: *Review progress notes and counseling plans routinely.*

Measurement Criteria: *Communicate in unambiguous terms, avoiding technical language and jargon.*

Measurement Criteria: *Encourage comments and questions.*

Pathway KS Statement: **Write clearly, understandably and to the point to achieve effective communications.**

Performance Element: Summarize information to prepare it for entry into client records.

Measurement Criteria: *Prepare accurate and concise records.*

Performance Element: Safeguard client information to protect client confidentiality.

Measurement Criteria: *Prepare progress notes containing only brief objective summarizations.*

Measurement Criteria: *Prepare discharge summaries that are concise, objective, and to the point.*

Pathway Topic: Problem Solving and Critical Thinking

Pathway Topic: Problem Solving and Critical Thinking

Pathway KS Statement: *Evaluate client motivation, strengths and weaknesses to develop a client treatment program.*

Performance Element: Refer client to other service providers to serve unusual or unexpected needs.

Measurement Criteria: *Match services to client level of need for least restrictive level of care.*

Measurement Criteria: *Choose therapeutic strategy based on evaluation.*

Performance Element: Create solutions to solve problems.

Measurement Criteria: *Evaluate options with client.*

Measurement Criteria: *Negotiate agreement for using chosen solutions.*

Performance Element: Evaluate success with client to compare progress with desired objectives.

Measurement Criteria: *Time-limit treatment, based on progress.*

Measurement Criteria: *Negotiate discharge with client.*

Pathway KS Statement: *Incorporate new knowledge to expand personal skills base.*

Performance Element: Include other points of view to solve problems.

Measurement Criteria: *Write plans based on client perceptions.*

Measurement Criteria: *Consult with others as needed.*

Performance Element: Learn from mistakes to assure better future performance.

Measurement Criteria: *Speak up when in error.*

Measurement Criteria: *Prevent the same errors from being repeated.*

Pathway KS Statement: *Evaluate client for crisis intervention to apply intervention when needed.*

Performance Element: Interpret client information accurately to assure proper care applications.

Measurement Criteria: *Recommend more restrictive level of care, if indicated.*

Measurement Criteria: *Provide client with resources to follow through on recommendations.*

Pathway Topic: Information Technology Applications

Pathway KS Statement: *Use computer skills to provide comprehensive services.*

Performance Element: Use telephone, fax and email for timely turnarounds.

Measurement Criteria: *Answer referral questions within 24 hours.*

Measurement Criteria: *Return messages within 24 hours.*

Performance Element: Use Internet to identify resources for education and online support groups.

Measurement Criteria: *Locate usable websites.*

Measurement Criteria: *Document clients' benefits from their use of resources.*

Performance Element: Use online assessments to speed data collection.

Measurement Criteria: *Lead clients through assessments.*

Measurement Criteria: *Verify that an assessment provides accurate information.*

Pathway Topic: Information Technology Applications

Performance Element: Find and use career planning and job searches to evaluate opportunities.

Measurement Criteria: *Confirm that clients find jobs.*

Measurement Criteria: *Confirm that clients can explain successful career paths.*

Performance Element: Teach client to use electronic portfolios for job searches.

Measurement Criteria: *Confirm that clients use these services.*

Pathway Topic: Systems

Pathway KS Statement: **Develop and maintain a smoothly running program within a given organization to meet organizational goals.**

Performance Element: Apply organization's policies and procedures to meet contractual obligations.

Measurement Criteria: *Access information quickly.*

Measurement Criteria: *Create a solution to enhance beneficial aspects of the organization and minimize malignant aspects of the organization.*

Pathway KS Statement: **Use communications skills to interface effectively with referral sources, including the legal system.**

Performance Element: Report client's progress to appropriate sources to ensure appropriate client treatment.

Measurement Criteria: *Follow confidentiality guidelines.*

Measurement Criteria: *Report in a timely manner.*

Pathway KS Statement: **Study group dynamics to identify functions and effects of larger and smaller groups on personal effectiveness.**

Performance Element: Communicate openly with clients and supervisors to inform them about problems, solutions, successes, plans and implementations.

Measurement Criteria: *Know and use organizational hierarchy.*

Measurement Criteria: *Identify immediate supervisor by sight, name and office location.*

Measurement Criteria: *Follow organizational and legal procedures regarding duty to report, crisis intervention and out of the ordinary events.*

Measurement Criteria: *Seek routine supervision and join professional organizations.*

Pathway Topic: Safety, Health and Environment

Pathway KS Statement: **Establish a physically and psychologically healthy environment for counseling and mental health services.**

Performance Element: Select a suitable location to create a welcoming environment.

Measurement Criteria: *Evaluate accessibility to transportation.*

Measurement Criteria: *Evaluate safety and security.*

Measurement Criteria: *Provide a functional work environment, including equipment and utilities.*

Performance Element: Create a psychologically suitable environment to facilitate confidence in clients.

Measurement Criteria: *Plan furniture, rooms, and décor for a non-threatening*

Pathway Topic: Safety, Health and Environment

environment.

Measurement Criteria: *Use social skills needed for a diverse population.*

Measurement Criteria: *Use business behaviors that provide privacy, autonomy and dignity for clients from diverse backgrounds.*

Pathway Topic: Ethics and Legal Responsibilities

Pathway KS Statement: ***Behave professionally to fulfill ethical and legal responsibilities.***

Performance Element: Obtain and maintain required credentials (i.e., state licensure, certification, etc.) to assure legal compliance.

Measurement Criteria: *Present credentials and experience honestly.*

Measurement Criteria: *Practice within legal guidelines, certifications, or licensures.*

Pathway KS Statement: ***Observe ethical and legal responsibilities at all times to assure the best interests of the client are served.***

Performance Element: Follow privacy regulations to ensure confidentiality of client information.

Measurement Criteria: *Guard session information.*

Measurement Criteria: *Keeps records inaccessible to the general public.*

Performance Element: Keep current on changing laws to ensure that all legal guidelines are followed.

Measurement Criteria: *Report abuse cases.*

Measurement Criteria: *Report life-threatening situations after evaluating the intensity of suicidal or homicidal intent.*

Measurement Criteria: *Only under subpoena release client records.*

Pathway Topic: Technical Skills

Pathway KS Statement: ***Synthesize principles of counseling and relationship skills to motivate client change.***

Performance Element: Create rapport to enhance client confidence.

Measurement Criteria: *Listen attentively with steady eye contact, unless respecting cultural differences.*

Measurement Criteria: *Avoid interrupting.*

Measurement Criteria: *Accurately repeat, re-phrase or interpret.*

Measurement Criteria: *Display non-threatening, assertive body language.*

Pathway KS Statement: ***Verbally and nonverbally reinforce client statements to show change of attitude or report change of behavior.***

Performance Element: State client's comments and questions to show comprehension.

Measurement Criteria: *Say, "I see", "I understand," "Help me understand".*

Measurement Criteria: *Avoid jargon.*

Measurement Criteria: *Avoid technical language.*

Measurement Criteria: *Speak in everyday standard language.*

Pathway KS Statement: ***Use personal and organizational strengths to demonstrate that client welfare is foremost in this field.***

Performance Element: Synthesize knowledge of human development, counseling and

Pathway Topic: Technical Skills

therapy and assessment theories to treat each client individually.

Measurement Criteria: *Use assessment techniques suited to each individual that are documented in counseling and treatment planning.*

Measurement Criteria: *Recognize issues and problems and suggest solutions documented in counseling/treatment plans.*

Measurement Criteria: *Use relationship-building skills and theoretical skills pertaining to client's motivation to change, indicated by client's continuation of counseling/treatment and progress.*

Measurement Criteria: *Use knowledge of group therapy theories to evaluate clients, recruit for groups, build a therapeutic milieu in group, and accelerate client changes.*

Pathway KS Statement: *Use counseling and therapy techniques effectively to selectively serve individual needs.*

Performance Element: Assess difficulties accurately to create on-target solutions.

Measurement Criteria: *Document that client remains in treatment until discharged.*

Measurement Criteria: *Document that client adjusts as predicted.*

Measurement Criteria: *Document that client refers others.*

Measurement Criteria: *Document that client returns when other problems arise.*

Pathway KS Statement: *Recognize strategies of reflection, interpretation, affirmation, summarizing and tracking to evaluate when to use a particular strategy.*

Performance Element: Use techniques effectively and consistently to inspire client confidence.

Measurement Criteria: *Attend to client verbal behaviors and respond consistently.*

Measurement Criteria: *Attend to client nonverbal behaviors and respond consistently.*

Pathway KS Statement: *Apply strategies as counselor/therapist and consultant to promote individual learning.*

Performance Element: Collaborate with clients to establish milieu that provides encouragement of learning and change.

Measurement Criteria: *Document client's interest in assignments and follow through.*

Measurement Criteria: *Document (including school staff, parents, and students) client's follow through with recommendations and change.*

Pathway KS Statement: *Create milieus and solutions to respect cultural diversity.*

Performance Element: Display diversity awareness to attract clients of diverse cultures.

Measurement Criteria: *Document that clientele shows diverse population.*

Measurement Criteria: *Document that clientele refers others from the same cultural background.*

Performance Element: Collaborate with clients to invent solutions aligning to their cultural backgrounds.

Measurement Criteria: *Document that collaborations produce effective solutions resulting in client change.*

Pathway Topic: Technical Skills

Pathway KS Statement: *Consult with schools and business organizations to provide recommendations for successful change.*

Performance Element: Use cooperative planning to produce effective school counseling programs.

Measurement Criteria: *Document that schools follow through with recommendations.*

Measurement Criteria: *Document that school data shows improvement in areas set as goals in the counseling program.*

PATHWAY: Family & Community Services

Pathway Topic: Academic Foundations

Pathway KS Statement: *Enroll in academic program in Human Services area to obtain basic skills.*

Performance Element: Complete appropriate degree, certification, diploma or credential to certify skills.

Measurement Criteria: *Receive appropriate diploma, certificate, diploma or credential in chosen area (below Bachelor's Degree).*

Pathway KS Statement: *Obtain degree, certification, diploma or credential required for appropriate Human Services area.*

Performance Element: Satisfy all licensure/certification and required training for specific job.

Measurement Criteria: *Show credential, certificate, license, degree, diploma, etc. to appropriate employers.*

Measurement Criteria: *Maintain employment in good standing.*

Pathway KS Statement: *Identify individual, social, historical, economic, and cultural context to increase awareness of family and community services.*

Performance Element: Select and apply knowledge and theories appropriate to address specific populations and specific circumstances.

Measurement Criteria: *Study supervisor observations indicating increasing mastery in individual selected areas of interest.*

Measurement Criteria: *Complete self-assessment of needs and mastery.*

Measurement Criteria: *Complete additional courses.*

Pathway Topic: Communications

Pathway KS Statement: *Evaluate and identify a range of effective communication strategies and skills necessary to establish a collaborative relationship with others.*

Performance Element: Use effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting a range of communication styles.

Measurement Criteria: *Use active listening skills as indicated by self-assessment and supervisor assessment.*

Performance Element: Formulate feedback with sensitivity to a person's cultural background and personal experiences.

Measurement Criteria: *Give, receive and act upon feedback promptly and with sensitivity.*

Pathway Topic: Problem Solving and Critical Thinking

Pathway KS Statement: *Recognize concerns and assist individuals to make informed decisions.*

Performance Element: Recognize individual preferences and strengths to create solutions for client.

Measurement Criteria: *Accurately identify concerns.*

Measurement Criteria: *Collect client history to monitor patterns of behavior.*

Pathway Topic: Problem Solving and Critical Thinking

Measurement Criteria: *Identify individual problems and analyze sources of difficulties to create solutions.*

Measurement Criteria: *Lead client to use problem-solving skills for finding solutions.*

Measurement Criteria: *Enable client to identify resources, and to expand number of resources, if needed.*

Measurement Criteria: *Collaborate with client to prioritize problems and follow through with solutions.*

Measurement Criteria: *Mentor client and role model effective problem solving skills to enhance client participation.*

Measurement Criteria: *Connect client with additional resources to serve needs.*

Measurement Criteria: *Identify community, state or national resources to provide expanded care opportunities.*

Measurement Criteria: *Work with client to plan use of resources for transportation, application interviews and appointments.*

Measurement Criteria: *Provide referral information for other resources.*

Measurement Criteria: *Evaluate alternatives chosen by individuals.*

Measurement Criteria: *Evaluate effectiveness of solutions vs. prior help.*

Pathway KS Statement: **Recognize various treatment plans to adjust to client needs.**

Performance Element: Synthesize all information to summarize and adopt a treatment plan based on individual needs.

Measurement Criteria: *Evaluate individual progress.*

Pathway Topic: Systems

Pathway KS Statement: **Access community resources to gain a broad awareness of available help.**

Performance Element: Research to find agencies, organizations, and churches offering services.

Measurement Criteria: *Keep a portfolio of available community resources, such as transportation, social services, support groups, and advocacy groups.*

Performance Element: Visit community resource sites to become familiar with resources.

Measurement Criteria: *Keep names and phone numbers of contacts at each service.*

Performance Element: Update information as needed to keep up with innovations.

Measurement Criteria: *Update and access services suitable and available for client.*

Pathway KS Statement: **Research and use state and local social services providers to expand resource base.**

Performance Element: Evaluate state and local social services providers to align services with client needs.

Measurement Criteria: *Use proper referral procedure for each service.*

Pathway KS Statement: **Communicate with client's family system to gain family support.**

Performance Element: Collaborate professionally with family members to benefit

Pathway Topic: Systems

client.

Measurement Criteria: *Document formal and informal meetings with family members.*

Performance Element: Follow policies and procedures to assure compliance with local, state and national regulations.

Measurement Criteria: *Adhere to job description.*

Pathway Topic: Safety, Health and Environment

Pathway KS Statement: *Examine laws governing abuse, neglect and confidentiality and other health and safety situations to establish legal aspect of operation.*

Performance Element: Follow legal and other procedures to report concerns of abuse, neglect or exploitation.

Measurement Criteria: *Use and document quality assurance procedures.*

Performance Element: Assure accessibility, security and safety of program environment and transportation to all participants.

Measurement Criteria: *Document that the environment meets all applicable licensing and accreditation requirements.*

Measurement Criteria: *Document and report situations to appropriate authorities.*

Pathway KS Statement: *Examine crisis prevention, intervention and resolution techniques to formulate emergency plans.*

Performance Element: Match techniques to align with particular circumstances and individuals.

Measurement Criteria: *Formulate appropriate interventions likely to prevent crisis situations.*

Performance Element: Intervene in emergency situation by managing the physical and social environment to reduce conflict and promote safety of participants, workers and others.

Measurement Criteria: *Use appropriate techniques to ensure a safe environment.*

Performance Element: Seek outside assistance to address particular situations.

Measurement Criteria: *Resolve a crisis or emergency situation.*

Pathway Topic: Ethics and Legal Responsibilities

Pathway KS Statement: *Know the rules of confidentiality to apply them and inspire confidence.*

Performance Element: Observe ethical and legal responsibilities to maintain client confidentiality.

Measurement Criteria: *Guard client information in conversation.*

Measurement Criteria: *Keep client written information inaccessible from general public.*

Performance Element: Exercise proper judgment to balance reporting requirements with privacy needs.

Measurement Criteria: *Use strategies for documenting essential information while respecting privacy.*

Performance Element: Prepare indoctrination materials to ensure individuals are

Pathway Topic: Ethics and Legal Responsibilities

aware of rights of personal access to records and right to give or refuse consent for release of information.

Measurement Criteria: *Communicate clearly to clients concerning rights of access to records and right to refuse consent for release of information.*

Pathway Topic: Technical Skills

Pathway KS Statement: *Exercise formal and informal assessment practices in order to respond to the needs, desires, and interests of the clients.*

Performance Element: Gather information and inform the participant about what to expect in the assessment process.

Measurement Criteria: *Complete verbal and written assessments to show strengths and needs of participants in a respectful manner, emphasizing individual's capabilities.*

Performance Element: Examine specific client etiology to create interventions.

Measurement Criteria: *Document client progress due to interventions.*

Pathway KS Statement: *Visit other sites and agencies to identify available community support and service networks.*

Performance Element: Work with individual's support system and assist with identified community connections to align the needs of individuals to community supports.

Measurement Criteria: *Document information that describes needs, preferences, strengths and potential supports.*

Measurement Criteria: *Document client's satisfaction that his/her needs, preferences, etc. have been accurately identified.*

Measurement Criteria: *Provide examples of information collected which inform the goal setting process for individual clients.*

Measurement Criteria: *Document an increase in frequency and number of contacts for the client.*

Measurement Criteria: *Provides a summary of visits and information gathered from family/friends.*

PATHWAY: Personal Care Services

Pathway Topic: Academic Foundations

Pathway KS Statement: Apply mathematics skills to provide services.

Performance Element: Use addition, subtraction, multiplication, division, percentage, ratio and proportion, and geometric concepts to manage math-based information.

Measurement Criteria: Calculate final price for services rendered or products purchased including cash and credit sales.

Measurement Criteria: Utilize and mix products accurately according to manufacturer's guidelines.

Performance Element: Use charts, tables, and graphs as resources for business decisions.

Measurement Criteria: Accurately interpret information from charts, tables and graphs.

Pathway KS Statement: Apply principles of biology, identifying living tissues, cells, and organisms to provide/select safe and effective products and services.

Performance Element: Identify and explain functions and interdependencies of tissues, cells and organisms to provide/select safe and effective products and services.

Measurement Criteria: Apply principles of functions and interdependencies as part of a daily routine.

Performance Element: Identify and explain interactions of tissues, cells and organisms with each other and the environment to provide/select safe and effective products and services.

Measurement Criteria: Apply principles of interactions as part of a daily routine.

Pathway KS Statement: Interpret written sentences and paragraphs in work-related documents to obtain items of information.

Performance Element: Use reading strategies to learn meaning, technical concepts, vocabulary, and follow directions.

Measurement Criteria: Accurately follow directions.

Measurement Criteria: Interpret technical materials/resources to maintain current knowledge.

Pathway KS Statement: Apply principles of chemistry, explaining the composition, structure and properties of substances and of chemical processes to provide broad-range services.

Performance Element: Identify appropriate uses of chemicals and their interactions to avoid improper use.

Measurement Criteria: Accurately mix products and formulas according to manufacturer's guidelines.

Performance Element: Identify danger signs of unsuccessful reactions to avoid endangering individuals.

Measurement Criteria: React to danger signs with appropriate intervention.

Pathway KS Statement: Apply basic principles of human anatomy to classify areas of potential problems.

Performance Element: Apply principles of basic human anatomy to provide needed

Pathway Topic: Academic Foundations

services.

Measurement Criteria: *List the systems of the body and describe their functions to gain familiarity with potential problems.*

Measurement Criteria: *Recognize, identify, and work with anatomical structures accurately.*

Pathway Topic: Communications

Pathway KS Statement: **Select communication strategies to effectively serve personal care clients/family members.**

Performance Element: Use effective oral and written communication skills to address personal care clients/family members.

Measurement Criteria: *Communicate effectively with personal care clients/family members.*

Measurement Criteria: *Answer telephone calls with professional telephone etiquette.*

Measurement Criteria: *Provide accurate information to individuals/families.*

Measurement Criteria: *Make telephone calls to follow-up with clients.*

Performance Element: Consult with individuals/family members to determine needs, preferences and resources.

Measurement Criteria: *Create and present a plan to individuals/families for required services.*

Performance Element: Use interpersonal skills relating to client sensitivity, ethnic diversity and building rapport to evaluate client point of view and interact respectfully.

Measurement Criteria: *Listen non-judgmentally to analyze client requests, maintaining a flexible and tolerant attitude.*

Performance Element: Use verbal and nonverbal communication skills to establish and maintain positive relationships with co-workers, other professionals, and individuals/families.

Measurement Criteria: *Communicate effectively with individuals/families.*

Measurement Criteria: *Encourage co-workers to establish a team atmosphere.*

Measurement Criteria: *Discuss products with vendors and manufacturers in a courteous but thorough way to obtain accurate product information.*

Pathway KS Statement: **Apply advertising principles to attract and retain a large clientele.**

Performance Element: Evaluate and use media to provide maximum impact on particular client populations.

Measurement Criteria: *Document outcomes of media use.*

Measurement Criteria: *Provide effective advertising of products/services.*

Pathway Topic: Problem Solving and Critical Thinking

Pathway KS Statement: **Assist individuals to recognize concerns and make informed decisions.**

Performance Element: Use several approaches to identify and evaluate alternatives.

Measurement Criteria: *Accurately describe alternatives.*

Pathway Topic: Problem Solving and Critical Thinking

Measurement Criteria: *Assist individuals to understand potential outcomes.*

Measurement Criteria: *Help client identify potential barriers.*

Performance Element: Evaluate customer feedback to use it to best advantage.

Measurement Criteria: *Use customer feedback to enhance products and services.*

Pathway KS Statement: **Facilitate the development of an individualized plan to reflect client/family preferences, needs, and interests.**

Performance Element: Analyze client/family wishes, in conjunction with feasibility, to create a course of treatment/action.

Measurement Criteria: *Create a plan of treatment/action.*

Pathway KS Statement: **Use time management principles and techniques to achieve objectives.**

Performance Element: Maintain a business/appointment schedule to effectively serve client/family/community.

Measurement Criteria: *Document customer satisfaction.*

Pathway KS Statement: **Use interpretation and evaluation skills to enhance client satisfaction.**

Performance Element: Observe client/family to interpret client satisfaction with solutions, procedures, and products.

Measurement Criteria: *Initiate open discussion based on interpretation to elicit client information.*

Measurement Criteria: *Negotiate for improving satisfaction if needed.*

Performance Element: Interpret technical information to choose best resource for use with client/family's unique preferences.

Measurement Criteria: *Inform client/family of the process and realistic outcomes for the technique, including possible risks, as well as rewards.*

Pathway Topic: Information Technology Applications

Pathway KS Statement: **Use technology to analyze data and information.**

Performance Element: Summarize, compare and contrast information to arrive at reliable conclusions.

Measurement Criteria: *Retrieve and analyze data/information.*

Performance Element: Interpret information about a client, product, process or topic needed to initiate action.

Measurement Criteria: *Accurately interpret data.*

Performance Element: Use appropriate software to represent existing client, product, service, or topic information in a different form.

Measurement Criteria: *Describe and accurately summarize information/data using charts, graphs, and descriptive statistics.*

Pathway KS Statement: **Keep electronic records of client services to access and safeguard crucial client information.**

Performance Element: Comply with established procedures to store and retrieve information.

Measurement Criteria: *Manage information in a database.*

Human Services

Pathway Topic: Systems

Pathway KS Statement: *Allocate resources to provide maximum benefit for the client, service provider, business or organization.*

Performance Element: Order and stock products/inventory from vendors to keep supplies available for offering timely client services and products.

Measurement Criteria: *Place orders accurately and choose carefully for cost-performance ratio.*

Pathway KS Statement: *Examine the range of personal care resources to access at appropriate times.*

Performance Element: Design, analyze, and obtain resources necessary for business practice.

Measurement Criteria: *Maintain inventory that allows for satisfactory customer service while building a profitable business endeavor.*

Pathway Topic: Safety, Health and Environment

Pathway KS Statement: *Practice emergency policies and procedures regarding health/safety for assurance you can apply them when needed.*

Performance Element: Follow the organization's policies, procedures, and regulations to achieve a safe and healthy environment.

Measurement Criteria: *Effectively anticipate, respond, and document situations involving health and safety.*

Performance Element: Implement procedures to protect the health and safety of all individuals.

Measurement Criteria: *Document and report emergency situations and outcomes to appropriate authorities.*

Pathway KS Statement: *Recognize risks and potentially hazardous situations to help minimize workplace dangers.*

Performance Element: Evaluate emergency situations to defuse them and determine intervention strategies.

Measurement Criteria: *Document and report emergency situations and outcomes to appropriate authorities.*

Performance Element: Use established guidelines, policies and procedures to take appropriate measures (e.g. personal protective equipment, etc.).

Measurement Criteria: *Apply and adhere to OSHA and CDC guidelines.*

Measurement Criteria: *Store chemicals in locked cabinets and secure keys.*

Pathway Topic: Leadership and Teamwork

Pathway KS Statement: *Set priorities to accomplish the mission of the personal care organization.*

Performance Element: Establish and maintain effective working relationships with all levels of personnel to provide effective services to the client/family.

Measurement Criteria: *Apply organizational priorities in daily work.*

Pathway KS Statement: *Access appropriate materials to establish a personal role in setting personal care organization priorities.*

Performance Element: Use organization's policies procedures and regulations to work with other coworkers in developing practices sensitive to cultural, religious,

Pathway Topic: Leadership and Teamwork

disability, and gender issues.

Measurement Criteria: *Perform role according to stated criteria.*

Measurement Criteria: *Set up and/or participate in workshops relating to cultural, religious, disability, and gender issues specific to personal care services.*

Pathway KS Statement: **Analyze the personal care environmental context and factors that may influence future direction.**

Performance Element: Scan the environment to identify trends, factors, potential issues that affect the future of the organization.

Measurement Criteria: *Contribute to the development of the strategic plan of the organization.*

Pathway KS Statement: **Apply principles of conflict resolution to solve problems.**

Performance Element: Use conflict management skills to facilitate solutions.

Measurement Criteria: *Report/document outcomes of conflict resolution techniques.*

Pathway KS Statement: **Use leadership skills to maintain a positive relationship with the community.**

Performance Element: Maintain a helpful profile in the professional community and in the larger community to enhance community life.

Measurement Criteria: *Join professional associations and organizations and serve as officer, project leader, etc.*

Measurement Criteria: *Join and serve in community groups or organizations (e.g. Kiwanis, Jaycees, etc).*

Performance Element: Act as a community educator and advocate for the profession to educate the community.

Measurement Criteria: *Explain the role of a professional in the area of expertise to community groups.*

Measurement Criteria: *Conduct workshops, responding to questions and comments.*

Pathway Topic: Employability and Career Development

Pathway KS Statement: **Continue professional development to keep current on relevant resources and information.**

Performance Element: Use performance information to evaluate personal performance of goals and self improvement issues.

Measurement Criteria: *Evaluate self for performance and technical improvement needed to keep current.*

Measurement Criteria: *Develop a written professional development plan.*

Measurement Criteria: *Maintain licensure, certification as required.*

Measurement Criteria: *Request feedback of co-workers, clients/families, and supervisor to improve performance.*

Pathway Topic: Technical Skills

Pathway KS Statement: **Apply technical knowledge and skills required to function in personal care services pathway.**

Performance Element: Practice competently in chosen occupation to gain functional

Pathway Topic: Technical Skills

skills.

Measurement Criteria: *Satisfactorily practice in chosen occupation.*

Measurement Criteria: *Keep updated in all areas that include technology, physical surroundings and maintenance of systems that enhance the well-being of clients.*

Pathway KS Statement: **Synthesize client and professional information to attract new clientele and retain present clientele.**

Performance Element: Research/assess client records to determine trends.

Measurement Criteria: *Interpret databases compiled annually.*

Measurement Criteria: *Create a plan based on research interpretation of databases.*

Measurement Criteria: *Run a pilot project before full implementation of a new plan.*

Measurement Criteria: *Implement and evaluate plan of action.*

Performance Element: Research current techniques and trends to determine applicability to business/organization.

Measurement Criteria: *Find information on the internet or at professional gatherings.*

Pathway KS Statement: **Apply administrative/clerical procedures and systems to provide client satisfaction.**

Performance Element: Use software to create in-house documents and advertising materials.

Measurement Criteria: *Develop effective in-house documents and advertising materials.*

Performance Element: Use office/records management systems to keep client records current/accurate.

Measurement Criteria: *Maintain accurate client records.*

Measurement Criteria: *Use client records to effectively respond to client inquiries.*

Pathway KS Statement: **Apply principles and processes for providing personal care services to satisfy the client's expectations.**

Performance Element: Elicit and evaluate information to identify client's/family's needs.

Measurement Criteria: *Provide services based on assessment, aligning with client characteristics.*

Performance Element: Provide services and products to conform to the highest quality standards possible.

Measurement Criteria: *Apply quality standards to all services and products.*

Performance Element: Design and provide alternative delivery of services to serve special needs clients.

Measurement Criteria: *Match delivery of services to needs of client/family.*

Performance Element: Create and use a customer satisfaction survey to give feedback on any needed adjustments.

Measurement Criteria: *Make adjustments based on survey data.*

Pathway KS Statement: **Use techniques, principles, tools and instruments to develop efficient and safe delivery of client services.**

Pathway Topic: Technical Skills

Performance Element: Produce and use precision technical plans to develop delivery of client services.

Measurement Criteria: *Deliver client services and refine delivery system as needed.*

Performance Element: Create and use drawings and models to develop delivery of client services.

Measurement Criteria: *Deliver client services and refine delivery system as needed.*

Pathway KS Statement: *Apply economic and accounting principles and practices to promote business success and growth.*

Performance Element: Investigate how financial markets work to make successful investment choices.

Measurement Criteria: *Make successful investment choices.*

Performance Element: Identify banking principles and evaluate banking institutions to determine where to establish a business account.

Measurement Criteria: *Establish a business account.*

Pathway KS Statement: *Apply principles of mechanics to choose, evaluate and maintain service equipment.*

Performance Element: Evaluate the design, use and benefits of service to choose equipment.

Measurement Criteria: *Deliver services using functional equipment.*

Performance Element: Repair and maintain business equipment to maintain client services.

Measurement Criteria: *Troubleshoot problems with business equipment.*

Measurement Criteria: *Contact appropriate repair and maintenance services.*

PATHWAY: Consumer Services

Pathway Topic: Academic Foundations

Pathway KS Statement: *Obtain recommended academic credentials and licensures to prepare for a career in consumer services.*

Performance Element: Hold a high school diploma to qualify for employment.

Measurement Criteria: *Present credentials.*

Performance Element: Follow through with continuing education to maintain professionalism.

Measurement Criteria: *Maintain legitimate credentials.*

Measurement Criteria: *Provide documentation to supervisor for review and filing.*

Performance Element: Hold a Bachelors Degree in Business, Family and Consumer Sciences, or marketing to prepare for a career in consumer services.

Measurement Criteria: *Apply fundamental principles of economics and business.*

Measurement Criteria: *Explain specific field of operation, whether business planning, stock market investing, financial planning, accounting, consumer education or real estate.*

Performance Element: Study consumer services laws and ethics to obtain state licensure.

Measurement Criteria: *Attend education classes to prepare for licensure examinations.*

Measurement Criteria: *Pass examinations for licensures and maintain licensures with continuing education credits.*

Performance Element: Follow through with continuing education requirements to keep current.

Measurement Criteria: *Document completion of continuing education classes.*

Measurement Criteria: *Maintain current and marketable business skills.*

Pathway KS Statement: *Obtain a broad based knowledge in consumer products and industry equipment to allow demonstration of product/equipment features and associated uses.*

Performance Element: Use product/equipment to demonstrate features to client and consumer audiences.

Measurement Criteria: *Confirm clients'/consumers' understanding of product/equipment features.*

Pathway KS Statement: *Read and understand current research information to include in presentations to clients and consumers.*

Performance Element: Include research findings casually in everyday language to keep instruction at an appropriate level.

Measurement Criteria: *Answer client and consumer questions confidently and accurately.*

Pathway Topic: Communications

Pathway KS Statement: *Motivate clients/consumers to follow through with recommendations to serve the clients'/consumers' best interests.*

Performance Element: Use client/consumer service skills, including ability to empathize, to motivate clients.

Pathway Topic: Communications

Measurement Criteria: *Listen attentively.*

Measurement Criteria: *Speak courteously and respectfully.*

Measurement Criteria: *Include clients/consumers in planning.*

Measurement Criteria: *Defuse client's/consumer's anger or skepticism.*

Measurement Criteria: *Resolve conflicting interests.*

Measurement Criteria: *Respond to client/consumer objections or complaints so that client/consumer shows satisfaction.*

Pathway KS Statement: **Communicate to clients/consumers orally and in writing to explain consumer services offered, using standard English.**

Performance Element: Apply client/consumer service techniques to complete transactions.

Measurement Criteria: *Manage objections with courtesy and defuse them.*

Measurement Criteria: *Persuade the client /consumer to agree with an acceptable transaction.*

Measurement Criteria: *Facilitate client's/consumer's follow through with the transaction.*

Measurement Criteria: *Maintain client/consumer relationship as client /consumer returns for services and refers others.*

Performance Element: Use interviewing skills to elicit necessary financial information and preferences.

Measurement Criteria: *Obtain all necessary information.*

Measurement Criteria: *Identify client /consumer preferences.*

Pathway Topic: Problem Solving and Critical Thinking

Pathway KS Statement: **Use critical thinking skills of analyzing, synthesizing and evaluating economic and budgeting principles to solve financial/economic problems.**

Performance Element: Apply principles of consumer services expertise to analyze client/consumer preferences and needs and to create recommendations.

Measurement Criteria: *Evaluate client/consumer resources versus cost.*

Measurement Criteria: *Educate client/consumer about most beneficial choices.*

Measurement Criteria: *Recommend best products, plans or services for client/consumer.*

Performance Element: Synthesize economic principles, client/consumer data, and math skills to produce comprehensive budgets, purchasing plans, and/or financial plans.

Measurement Criteria: *Produce attainable and manageable plans.*

Measurement Criteria: *Produce plans showing benefits for clients/consumers.*

Performance Element: Create plan to balance purchases, budgets, businesses, real estate investments or portfolio investments.

Measurement Criteria: *Produce balanced plan, explaining to client/consumer how the plan provides balance.*

Performance Element: Consult with co-workers or those knowledgeable in a field of expertise when needed to expedite solutions to problems.

Pathway Topic: Problem Solving and Critical Thinking

Measurement Criteria: *Refer client/consumer to others if client /consumer will be better served.*

Performance Element: **Apply investing or purchasing strategies to make client/consumer recommendations.**

Measurement Criteria: *Analyze client's/consumer's assets and purchasing power.*

Measurement Criteria: *Evaluate options and choose options for maximum return and minimum risk.*

Measurement Criteria: *Synthesize elements to produce purchase or investment recommendations that satisfy clients/consumers.*

Pathway Topic: Information Technology Applications

Pathway KS Statement: **Use business tools to access, manage, integrate and create consumer services information.**

Performance Element: **Use a calculator to manage numerical information.**

Measurement Criteria: *Add, subtract, multiply, divide accurately.*

Measurement Criteria: *Perform complex transactions accurately.*

Performance Element: **Use computer skills to access, manage, integrate and create information.**

Measurement Criteria: *Use Internet to access current information.*

Measurement Criteria: *Use Microsoft Word, Power Point and Excel.*

Measurement Criteria: *Write, send and receive e-mail.*

Measurement Criteria: *Use specialized software to prepare needed documents, accurately representing market analyses, contracts, projected outcomes, amortization, etc.*

Measurement Criteria: *Publish with Desktop Software to produce advertising materials.*

Measurement Criteria: *Create documents for client/consumer and office use.*

Measurement Criteria: *Create website for Internet advertising.*

Pathway KS Statement: **Provide accurate public service information to educate various audiences.**

Performance Element: **Present comprehensive subject or product information to promote a subject or product.**

Measurement Criteria: *Provide customized oral presentations and visual materials to specific audiences.*

Pathway KS Statement: **Identify key information to provide to various audiences.**

Performance Element: **Use the concept of 3-4 primary "info bites" needed for TV advertising.**

Measurement Criteria: *Follow through with presenting "info bites" as required.*

Pathway Topic: Safety, Health and Environment

Pathway KS Statement: **Establish a physically and psychologically healthy environment to offer consumer services in a safe environment.**

Performance Element: **Select a location suitable to offer consumer services safely.**

Measurement Criteria: *Evaluate accessibility to transportation.*

Pathway Topic: Safety, Health and Environment

Measurement Criteria: *Evaluate safety and security of the location.*

Measurement Criteria: *Incorporate a functional work environment, equipment needs and required utilities for offering consumer services.*

Performance Element: **Create a psychologically suitable environment to offer consumer services in a safe environment.**

Measurement Criteria: *Implement elements of a non-threatening environment.*

Measurement Criteria: *Use social skills needed for a diverse population.*

Measurement Criteria: *Use strategies to protect the privacy, autonomy and dignity of clients/consumers from diverse backgrounds.*

Pathway Topic: Ethics and Legal Responsibilities

Pathway KS Statement: **Behave ethically to provide recommendations in the best interests of the client/consumer.**

Performance Element: **Behave as a steward of client/consumer assets to maintain client's/consumer's best interests.**

Measurement Criteria: *Provide beneficial help and suggestions to client/consumer.*

Measurement Criteria: *Evaluate when client/consumer needs an advocate and follow through with meeting these needs.*

Performance Element: **Behave ethically in relationship with consumer services client/consumer to maintain client's/consumer's best interests.**

Measurement Criteria: *Offer prompt, honest and efficient services.*

Measurement Criteria: *Protect client/consumer from fraud, deceit or misrepresentation.*

Measurement Criteria: *Immediately disclose any conflicts of interest.*

Measurement Criteria: *Make recommendations for service based on the preferences and needs of the client/consumer.*

Pathway Topic: Technical Skills

Pathway KS Statement: **Use business procedures to produce successful client outcome and business success.**

Performance Element: **Use a cash register to manage funds.**

Measurement Criteria: *Provide accurate change or refunds.*

Measurement Criteria: *Balance drawer at the end of a shift.*

Performance Element: **Follow business procedure to place orders for customer and for supplies.**

Measurement Criteria: *Complete paperwork with accuracy.*

Measurement Criteria: *Provide desired product to consumer.*

Performance Element: **Answer questions correctly and offer advice to satisfy customer expectations.**

Measurement Criteria: *Advise consumer to make suitable personal and/or business decisions, whether purchasing or investing.*

Measurement Criteria: *Recommend options regarding investments, insurances, tax guidelines, retirement planning, estate planning, purchasing, real estate ventures or accounting procedures.*

Measurement Criteria: *Evaluate risk/reward relationships of consumer's preferences.*

Pathway Topic: Technical Skills

Measurement Criteria: *Create financial plan or purchasing plan and present to client.*

Measurement Criteria: *Follow up with client/consumer on outcome of plan implementation.*

Section IV – O*NET Crosswalk Report

Career Specialty/ Occupational Coding and Crosswalk

Summary

The objective of the Career Specialty/ Occupational Coding and Crosswalk project is to accomplish two basic tasks. The first is to design and establish a classification and coding structure for the States' Career Clusters Initiative. When completed, the classification and coding structure will be compatible with existing occupational classification systems and designed in a manner that allows for easy updating and the flexibility to add additional career pathways and occupational specialties.

Once the first step is completed for each cluster, the second step is to build a linkage system or crosswalk between the new career cluster classification system and the O*NET occupational classification system developed and operated by the U S Department of Labor. O*NET is a nationally recognized taxonomy with detailed descriptions and a rich database of information for each occupation.

Explanation of Crosswalk Table

The attached table lists each occupational specialty and its related O*NET occupation. It is sequenced by career pathway and occupational specialty code. It should be noted that the relationship between an occupational specialty and its related O*NET occupation is often not one-to-one. The O*NET occupation is often much broader covering two or more occupational specialties. In fact, even when multiple occupational specialties are assigned, they may only represent a part of a broader O*NET occupation.

Column 1: Lists occupational specialties that were identified by the Career Clusters Initiative. The occupational specialties are organized by cluster pathways and represent occupational titles with no definitions. They are intended to be a sample of occupations that help define the cluster and pathway.

Column 2: Represents related occupations from the O*NET occupational coding system.

Note: A crosswalk from the occupational specialties to the Classification of Instructional Programs (CIP) codes is forthcoming. The National Crosswalk Service Center is currently developing the CIP to O*NET crosswalk which will be the bridge to the career cluster occupational specialties. You may access this crosswalk in the near future at: <http://www.xwalkcenter.org/>

**Human Services Career Cluster: Occupational Specialties and Related O*NET Occupations,
Sequenced by Career Pathway and Occupational Specialty Codes**

Occupational Specialties		Related SOC/O*NET Occupation Classification	
Code	Title	Code	Title
10.10000	Early Childhood Development and Services Career Pathway		
10.10010	Directors, Child Care Facilities	11-9031.00	Education Administrators, Preschool and Child Care Center/Program
10.10020	Assistant Directors, Child Care Facilities	11-9031.00	Education Administrators, Preschool and Child Care Center/Program
10.10030	Preschool Teachers	25-2011.00	Preschool Teachers, Except Special Education
10.10030	Preschool Teachers	25-2041.00	Special Education Teachers, Preschool, Kindergarten, and Elementary School
10.10040	Educators for Parents	25-3021.00	Self-Enrichment Education Teachers
10.10050	Nannies	39-9011.00	Child Care Workers
10.10060	Child Care Workers	39-9011.00	Child Care Workers
10.10070	Teacher's Assistants	25-9041.00	Teacher Assistants
10.10080	Child Care Assistants	39-9011.00	Child Care Workers
10.20000	Counseling and Mental Health Services Career Pathway		
10.20010	Clinical, Counseling, and School Psychologists	19-3031.00	Clinical, Counseling, and School Psychologists
10.20020	School Counselors	21-1012.00	Educational, Vocational, and School Counselors
10.20030	Industrial-Organizational Psychologists	19-3032.00	Industrial-Organizational Psychologists
10.20040	Sociologists	19-3041.00	Sociologists
10.20050	Substance Abuse and Behavioral Disorder Counselors	21-1011.00	Substance Abuse and Behavioral Disorder Counselors
10.20060	Nutritional Counselors	29-1031.00	Dietitians and Nutritionists
10.20070	HIV/Aids Counselors	21-1019.00	Counselors, All Other
10.20080	Mental Health Counselors	21-1014.00	Mental Health Counselors
10.20090	Rehabilitation Counselors	21-1015.00	Rehabilitation Counselors
10.20100	Residential Counselors	21-1015.00	Rehabilitation Counselors
10.20110	Marriage, Child and Family Counselors	21-1013.00	Marriage and Family Therapists
10.30000	Family and Community Services Career Pathway		
10.30010	Community Service Directors	11-9151.00	Social and Community Service Managers

**Human Services Career Cluster: Occupational Specialties and Related O*NET Occupations,
Sequenced by Career Pathway and Occupational Specialty Codes**

Occupational Specialties		Related SOC/O*NET Occupation Classification	
Code	Title	Code	Title
10.30020	Adult Day Care Coordinators	21-1022.00	Medical and Public Health Social Workers
10.30030	Coordinators of Volunteers	43-9199.00	Office and Administrative Support Workers, All Other
10.30040	Religious Leaders	21-2021.00	Directors, Religious Activities and Education
10.30040	Religious Leaders	21-2011.00	Clergy
10.30050	Directors, Religious Activities/Education Programs	21-2021.00	Directors, Religious Activities and Education
10.30060	Human Services Workers	21-1093.00	Social and Human Service Assistants
10.30070	Social Services Workers	21-1093.00	Social and Human Service Assistants
10.30070	Social Services Workers	21-1021.00	Child, Family, and School Social Workers
10.30080	Grief Counselors	21-1022.00	Medical and Public Health Social Workers
10.30090	Vocational Rehabilitation Counselors	21-1015.00	Rehabilitation Counselors
10.30100	Leisure Activities Counselors	39-9032.00	Recreation Workers
10.30110	Employment Counselors	21-1012.00	Educational, Vocational, and School Counselors
10.30120	Career Counselors	21-1012.00	Educational, Vocational, and School Counselors
10.30130	Vocational Rehabilitation Service Workers	21-1015.00	Rehabilitation Counselors
10.30140	Geriatric Service Workers	21-1022.00	Medical and Public Health Social Workers
10.30150	Adult Day Care Workers	21-1022.00	Medical and Public Health Social Workers
10.30160	Residential Advisors	39-9041.00	Residential Advisors
10.30170	Emergency and Relief Workers	13-1061.00	Emergency Management Specialists
10.30180	Community Food Service Workers	35-3041.00	Food Servers, Nonrestaurant
10.30190	Community Housing Service Workers	39-9041.00	Residential Advisors
10.30200	Social and Human Services Assistants	21-1093.00	Social and Human Service Assistants
10.40000	Personal Care Services Career Pathway		
10.40010	Barbers	39-5011.00	Barbers
10.40020	Cosmetologists, Hairdressers, and Hairstylists	39-5012.00	Hairdressers, Hairstylists, and Cosmetologists
10.40030	Shampooers	39-5093.00	Shampooers
10.40040	Nail Technicians, Manicurists and Pedicurists	39-5092.00	Manicurists and Pedicurists
10.40050	Skin Care Specialists	39-5094.00	Skin Care Specialists
10.40060	Estheticians	39-5094.00	Skin Care Specialists
10.40070	Electrolysis Technicians	39-5012.00	Hairdressers, Hairstylists, and Cosmetologists

**Human Services Career Cluster: Occupational Specialties and Related O*NET Occupations,
Sequenced by Career Pathway and Occupational Specialty Codes**

Occupational Specialties		Related SOC/O*NET Occupation Classification	
Code	Title	Code	Title
10.40080	Electrologists	39-5012.00	Hairdressers, Hairstylists, and Cosmetologists
10.40090	Funeral Directors	11-9061.00	Funeral Directors
10.40100	Embalmers	39-4011.00	Embalmers
10.40110	Funeral Attendants	39-4021.00	Funeral Attendants
10.40120	Personal and Home Care Aides	39-9021.00	Personal and Home Care Aides
10.40130	Companions	39-9021.00	Personal and Home Care Aides
10.40140	Spa Attendants	39-3091.00	Amusement and Recreation Attendants
10.40150	Personal Trainers	39-9031.00	Fitness Trainers and Aerobics Instructors
10.40160	Massage Therapists	31-9011.00	Massage Therapists
10.50000	Consumer Services Career Pathway		
10.50010	Consumer Credit Counselors	13-2071.00	Loan Counselors
10.50020	Consumer Affairs Officers	11-9199.00	Managers, All Other
10.50030	Consumer Advocates	23-2099.00	Legal Support Workers, All Other
10.50040	Certified Financial Planners	13-2052.00	Personal Financial Advisors
10.50050	Insurance Representatives	41-3021.00	Insurance Sales Agents
10.50060	Bankers	11-3031.00	Financial Managers
10.50070	Real Estate Services Representatives	11-9141.00	Property, Real Estate, and Community Association Managers
10.50080	Financial Advisors	13-2052.00	Personal Financial Advisors
10.50090	Investment Brokers	41-3031.01	Sales Agents, Securities and Commodities
10.50100	Employee Benefits Representatives	13-1072.00	Compensation, Benefits, and Job Analysis Specialists
10.50110	Hospital Patient Accounts Representatives	29-2071.00	Medical Records and Health Information Technicians
10.50120	Customer Service Representatives	43-4051.00	Customer Service Representatives
		99.0000.00	No comparable O*NET occupation
10.50140	Consumer Goods or Services Retailing Representatives	43-4051.00	Customer Service Representatives
10.50150	Market Researchers	19-3021.00	Market Research Analysts
10.50160	Account Executives	11-2011.00	Advertising and Promotions Managers
10.50170	Sales Consultants	11-2022.00	Sales Managers
10.50180	Event Specialists	39-9032.00	Recreation Workers

**Human Services Career Cluster: Occupational Specialties and Related O*NET Occupations,
Sequenced by Career Pathway and Occupational Specialty Codes**

Occupational Specialties		Related SOC/O*NET Occupation Classification	
Code	Title	Code	Title
10.50190	Inside Sales Representatives	41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
10.50190	Inside Sales Representatives	41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
10.50200	Field Merchandising Representatives	41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
10.50200	Field Merchandising Representatives	41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
10.50210	Buyers	13-1022.00	Wholesale and Retail Buyers, Except Farm Products
10.50220	Small Business Owners	99.0000.00	No comparable O*NET occupation

Section V – Cluster Profile Advisory Committee List

Career Cluster Profile

Cluster Name: Human Services

Project Lead State: Kentucky

Project Lead State Contact Information:

Joyce Wogoman, Project Lead
Kentucky Department of Technical Education
20th Floor Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
502-564-4286
JoyceA.Wogoman@mail.state.ky.us

Emil S. Jezik, State Director
Kentucky Department of Technical Education
20th Floor Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
502-564-4286
EmilS.Jezik@mail.state.ky.us

Cluster Coordinator: Pam Stacey

Cluster Definition: Preparing individuals for employment in career pathways that relate to families and human needs.

Cluster Pathways: Early Childhood Development & Services; Counseling & Mental Health Services; Family & Community Services; Personal Care Services; Consumer Services

Cluster Partners: List attached. (A number of associations and government agencies represent business, industry, labor, and education.)

Number of cluster partners in each of the following categories:

Postsecondary Education:	<u>2</u>
Secondary Education:	<u>1</u>
Business & Industry:	<u>2</u>
Labor:	<u>1</u>
Associations:	<u>7</u>
Government Agencies:	<u>6</u>

Deliverable #1: Human Services Cluster Advisory Committee Members

(Names of Executive Committee members are indicated in bold.)

Updated 8/08/02

Name	Job Title	Organization/ Company/School	Address3	City	State, ZIP	Phone	E-mail	Pathway
Arendt, Cynthia K. (Chair)	Past President	National Association State Administrators for Family and Consumer Sciences	P O Box 480,	Jefferson City,	MO, 65102	573/751-2644	Carendt@mail.dese.state.mo.us	Family & Community Services
Barrett, Sharon	Director	Office of Minority and Women's Health, Bureau of Primary Health Care, Health Resources and Services Administration	4350 East-West Highway, Room 3-4D3	Bethesda,	MD, 20814	301/594-4491	Sbarrett@hrsa.gov	Counseling & Mental Health Services and Family & Community Services
Brown, Carolyn	Consultant	Family, Career and Community Leaders of America	1910 Association Dr.	Reston,	VA, 20191-1584	703/476-4900	Cbrown@fccla-inc.org	Family & Community Services
Bullock, Elizabeth	Consultant	Kentucky Department for Technical Education	20 th Floor, Capital Plaza Tower, 500 Mero St.	Frankfort ,	KY, 40601	502/564-4286	ElizabethE.Bullock@mail.state.ky.us	Personal Care Services and Counseling & Mental Health Services
Combs, Sally	Past Vice President	FACS Division of Association for Career and Technical Education	1770 Twin Towers East, 205 Butler St.	Atlanta,	GA, 30334-5040	404/463-6406	Scombs@doe.k12.ga.us	Family & Community Services and Consumer Services
Ellington, Ginny	Consultant	Division of Career and Technical Education, Kentucky Department of Education	21 st Floor, Capital Plaza Tower, 500 Mero St.	Frankfort ,	KY, 40601	502/564-3775	Gellingt@kde.state.ky.us	Family & Community Services
Engels, Dennis	Chairman	American Counseling Association	315 Northridge Street	Denton,	TX 76201	940/565-2918	engels@coefs.coe.unt.edu	Counseling & Mental Health Services

Name	Job Title	Organization/ Company/School	Address3	City	State, ZIP	Phone	E-mail	Pathway
Hamlin, Lisa	Sr. Director of Education	KinderCare Learning Centers	650 NE Holladay St., Suite 1400	Portland,	OR, 97232	800/633-1488	Lhamlin@mail.Kindercare.com	Early Childhood Development & Services
Jezik, Emil	State Director	Kentucky Department for Technical Education	20 th Floor, Capital Plaza Tower, 500 Mero St.	Frankfort,	KY, 40601	502/564-4286	EmilS.Jezik@mail.state.ky.us	All
Kleber, Mary	Academic Affairs Officer	Kentucky Community and Technical College System	2624 Research Park Dr. PO Box 14092	Lexington,	KY, 40512-4092	859/246-3146	Mary.kleber@ktcs.net	Personal Care Services and Early Childhood Development & Services
Lee, Norma	Executive Director	Cosmetology Advancement Foundation	220 East 54 th St	New York,	New York, 10022	212/750-2412	Nalcopr@aol.com	Personal Care Services
Oldham, Cynthia	Assistant Program Administrator	Oklahoma Department of Career and Technology Ed.	1500 West Seventh Ave.	Stillwater,	OK, 74074-4364	405/377-2000	Coldh@okcareertech.org	Early Childhood Development & Services
Payne, Judy	Instructor	Department of Adolescence, Career & Special Education, Murray State University	255 Industry & Technology	Murray,	KY, 42071	270/762-6956	Judy.payne@murraystate.edu	Family & Community Services
Perry, Nancy	Executive Director (Retired)	American School Counselor Association	5901 Mt. Eagle Drive, #609	Alexandria,	VA, 22303	703/960-5938	Pnperry1221@att.net	Counseling & Mental Health Services
Rambert, Judy	Vice President for Research	Pivot Point International, Inc.	1791 West Howard St.	Chicago,	IL, 60626	773/973-0500	Jrambert@pivot-point.com	Personal Care Services

Name	Job Title	Organization/ Company/School	Address3	City	State, ZIP	Phone	E-mail	Pathway
Stacey, Pam	Career Clusters' Coordinator	States' Career Clusters Initiative	1500 West 7 th Avenue	Stillwater ,	OK, 74074	405/743- 6850	pstac@careercl usters.org	All
Wilson, Marie	Associate Director	Georgia Council on Economic Education	P O Box 1619	Atlanta,	GA, 30301	404/651- 3280	Mwilson@gsu. edu	Consumer Services
Wogoman, Joyce	Lead State Project Director	Kentucky Department for Technical Education	20 th Floor, Capital Plaza Tower, 500 Mero St.	Frankfort ,	KY, 40601	502/564- 4286	JoyceA.Wogom an@mail.state.k y.us	All

Input Pathway Representatives for Human Services Knowledge and Skills (7-12-02)

Name	Organization/Company	Mailing Address	City, State, ZIP	Job Title	Email	Phone	Fax	Pathway
Evelyn DeNike	Food & Drug Administration	1560 East Jefferson	Detroit, MI 48207	Public Affairs Director	edenike@ora.fda.gov	313.226.6158	313.226.3076	Family & Comm. Services
Karen Hacker	Family Care Center – County Government	1135 Red Mile Place	Lexington, KY 40504	Center Manager	karenha@lfaeg.com	859.288.4099	859.388.9387	Family & Comm. Services
Don Delafield	Southeast Christian Church	920 Blankenbaker Pkwy.	Louisville, KY 40243	Senior Counseling Minister	ddelafield@secc.org	502.253.8401	502.253.8075	Family & Comm. Services
Marianne Taylor	Human Services Research Institute	2336 Massachusetts Ave.	Cambridge, MA 02140	Sr. Project Director	Taylor@hsri.org	617.876.0426		Family & Comm. Services
Linda Clark					Lsclark@fayette.k12.ky.us			Family & Comm. Services
Ginny Ellington	Division of Career and Technical Education, KY Dept. of Educ.	21 st floor, Capital Plaza Tower, 500 Mero Street	Frankfort, KY 40601	Consultant	gelling@kde.state.ky.us	502.564.3775	502.564.4800	Family & Comm. Services
Cynthia Arendt	National Asso. of State Administrators for Family and Consumer Sciences	PO Box 480	Jefferson City, MO 65102	Past President	carendt@mail.dese.state.mo.us	573.751.2644		Family & Comm. Services
Shelba Branscom	Hoover Elder Care Center	805 North Spring	Cape Girardeau, MO 63701	Director		573.290.5944	573.290.5270	Family & Comm. Services
Beth Mueller	Hoover Elder Care Center	805 North Spring	Cape Girardeau, MO 63701	Coordinator		573.290.5944	573.290.5270	Family & Comm. Services
Robert Weagley	University of Missouri-Columbia & Sundvold Capital Management	239 Stanley Hall, UMC	Columbia, MO 65211	Associate Professor	weagleyr@missouri.edu	573.882.9651	573.884.8389	Consumer Services
Patrice Dollar	University of Georgia	224 Hoke Smith Annex	Athens, GA 30606		pdollar@arches.uga.edu	706.542.8885	706.542.1799	Consumer Services
Barbara Campbell	Richway Customer/Consumer Services			Retired Executive				Consumer Services
Anna Creery Duffer	Hamilton Beach /Proctor-Silex Corporation		Red Oak, VA	Test Kitchen Director, Retired				Consumer Services

Name	Organization/Company	Mailing Address	City, State, ZIP	Job Title	Email	Phone	Fax	Pathway
Mary Edwards	RE/MAX Town and Country	240 Inheritance Walk	Woodstock, GA 30188	Sales Representative and Real Estate Agent				Consumer Services
Lenada Merrick	Merrick Marketing	5280 Green Hill Place	Atlanta, GA 30342		LCMerrick1@aol.com	404.843.2551	404.843.3074	Consumer Services
Liz Mann	Quality Control Inspections and Audits	888 Glenbrook Dr. NW	Atlanta, GA 30318	Quality Control Specialist	emann30051@aol.com	404.355.3985	404.355.3985	Consumer Services
Sally Mann								Consumer Services
Mark DiGiovanni	Marathon Financial Strategies	2326 Wisteria Drive, Suite 210	Snellville, GA 30078	President	mark@marathon-forthelongrun.com			Consumer Services
Holly Gillis, RD, LD	Georgia Egg Commission	16 Forrest Parkway	Forest Park, GA 30297	Media and Nutrition Director	goodeggs@bellsouth.net	404.363.7661	404.363.7664	Consumer Services
Sandra Morris	Georgia Dept. of Technical and Adult Educ. – Georgia Quickstart	1800 Century Place, Suite 300	Atlanta, GA 30345	Director, Performance Operations	smorris@georgiaquickstart.org	404.679.2928	404.679.1710	Consumer Services
Esther Maddux								Consumer Services
Joyce M. Flournoy	GA Governor's Office of Consumer Affairs	2 M.L. King, Jr. Drive, Suite 356, East Tower	Atlanta, GA 30334	Director of Complaint & Intake and Mediation	Joyce.Flournoy@oca.state.ga.us	404.656.1761	404.651.9018	Consumer Services
Mary Davis	Atlanta Gas Light Corporation	1093 Lower Sassafras Parkway	Jasper, GA 30143-2855	Retired Consumer Affairs Director	demedavis@aol.com	706.692.1042		Consumer Services
Cynthia C. Rainey	Pinnacle Credit Union	536 North Avenue, N.E.	Atlanta, GA 30308	Marketing Director	cynthia@pinnaclecu.org	404-888-1632	404.888.1622	Consumer Services
Sharon Baysinger Warren	Benefits Network, Inc.	1201 Walnut Suite 400	Kansas City, MO 64106	President		816.842.8118	816.842.1155	Consumer Services
Nancy Perry	Retired-American School Counselors Asso.	5901 Mount Eagle Dr., #609	Alexandria, VA 22303	Retired Exec. Director	pnperry1221@att.net	703.960.5938	none	Counseling & Mental Health Services
Michael D. Chapman, Ph.D.	Chapman & Associates Counseling & Assessment	1401 Winchester Avenue, Ste. 40A	Ashland, KY 41101	Certified Professional Counselor	drmschap@hotmail.com	606.324.9896	606.326.0701	Counseling & Mental Health Services
Debbie Seider	KY Dept. for Technical Education	500 Mero Street	Frankfort, KY 40601	Consultant-Former High School Counselor	none	502.564.4286	502.564.4800	Counseling & Mental Health Services

Name	Organization/Company	Mailing Address	City, State, ZIP	Job Title	Email	Phone	Fax	Pathway
Marianne Taylor	Human Services Research Institute	2336 Massachusetts Ave.	Cambridge, MA 02140	Sr. Project Director	Taylor@hsri.org	617.876.0426		Counseling & Mental Health Services
Dennis W. Engels	American Counseling Association	315 Northridge Street	Denton, TX 76201	Chairman	engels@coefs.coe.unt.edu	940-565-2918	940-565-2905	Counseling & Mental Health Services
John Robbins	DESE Voc. & Adult Educ./GAP	PO Box 480	Jefferson City, MO 65102			573.522.1488		
Chris Groccia	Missouri Head Start Collaboration Office	University of Missouri-Columbia, 3 Gentry Hall	Columbia, MO 65211	Director	Grocciac@missouri.edu	573.884.0579		Early Childhood Dev. & Services
Lisa Hamlin	KinderCare Learning Centers	650 NE Holladay St., Suite 1400	Portland, OR 97232	Sr. Director of Education	Lhamlin@mail.Kindercare.com	800.633.1488		Early Childhood Dev. & Services
*Dr. Mark Ginsberg	NAEYC			Executive Director	mginsberg@naeyc.org	800.424.2460		Early Childhood Dev. & Services
*Dr. Mary Lou Hyson	NAEYC				mhyson@naeyc.org	800.424.2460		Early Childhood Dev. & Services
Georgia Lamirand	Francis Tuttle Technology Center	12777 N. Rockwell Ave.	Oklahoma City, OK 73142-2789	Instructor	glamirand@francistuttle.com	405.717.4345	405.717.4790	Early Childhood Dev. & Services
Cynthia Oldham	Oklahoma Department of Career and Technology Education	1500 West 7 th Avenue	Stillwater, OK 74074	Assistant State Program Administrator	coldh@okcareertech.org	405.743.5469	405.743.5541	Early Childhood Dev. & Services
Jeannie Edwards	St. Louis Community College	3400 Pershal Rd.	St. Louis, MO 63135	Director, Workshop on Wheels		314.595.4391		Early Childhood Dev. & Services
Susan Catapano, Ed.D.	Durham's Partnership for Children	2634 Chapel Hill Blvd., Suite 102	Durham, NC 27707	Executive Director	susan@dpfc.net	919.403.6960, ext. 234	919.403.6963	Early Childhood Dev. & Services
Marcie Ricklefs	Joe Herndon Career Center	11501 E. Hwy. 350	Raytown, MO 64138-2695	Child Care Instructor		816.737.6315		Early Childhood Dev. & Services
Irene Kalmer	St. Louis Community College	3400 Pershal Rd.	St. Louis, MO 63135	Chair, Early Childhood Development		314.595.4353		Early Childhood Dev. & Services
Karen Gutenkauf	OK Dept. of Career and Technology Educ.	1500 West 7 th Avenue	Stillwater, OK 74074	Adult & Career Development Specialist	kgute@okcareertech.org	405.743.5428	405.743.6821	Personal Care Services
Lunele Leonard	KCTCS	5200 Alben Barkley Drive	Paducah, KY 42001	Program Director	Lunele.Leonard@kctcs.edu	270 554 4991	270 554 9754	Personal Care Services

Name	Organization/Company	Mailing Address	City, State, ZIP	Job Title	Email	Phone	Fax	Pathway
Judy Rambert	Pivot Point International, Inc.	1791 West Howard St.	Chicago, IL 60626	Vice President for Research	Jrambert@pivot-point.com	773.973.0500		Personal Care Services
Kay Jetton	KCTCS	5200 Alben Barkley Drive	Paducah, KY 42001	Program Director	Kay.jetton@kctcs.edu	270 554 4991	270 554 9754	Personal Care Services
Judy Dabney	Parrott & Ramsey Funeral Home	418 Lebanon Ave.	Campbellsville KY 42718	Funeral Director Vice President	Tjdabney748@yahoo.com	270 465 8181	270 465 6630	Personal Care Services
Angela Richards	Renaissance – Plastic Surgery Skin Care	5710 Old US45S	Paducah, KY 42003			270.534.8614		Personal Care Services

*Only provided general comments and resources, not specific feedback.

Section VI – Credentials

Deliverable #2: Human Services Sample List of Existing Credentials
(includes licenses, education and industry certificates, as well as postsecondary degree options)
Updated 08/20/02

Education and Industry <i>Licenses</i>		
Title/Type/Descriptor of Licensing Program	Licensing Organization	Source for Contact Information
Barbers	States, Commonwealths, and Territories, Government Agencies	www.careertools.org Search under <i>Licensed Occupations</i> by specific Human Services occupations, by state, or by agency
Child Care Facility Directors/Assistant Directors/Teachers	States, Commonwealths, and Territories, Government Agencies	
Clinical, Counseling, and School Psychologists	States, Commonwealths, and Territories, Government Agencies	
Community Food Service Workers	States, Commonwealths, and Territories, Government Agencies	
Cosmetologists/Hairdressers/Hair Stylists/Shampooers	States, Commonwealths, and Territories, Government Agencies	
Counselors	States, Commonwealths, and Territories, Government Agencies	
Electrologists/Electrolysis Technicians	States, Commonwealths, and Territories, Government Agencies	
Funeral Directors/Morticians/Embalmers/Funeral Attendants	States, Commonwealths, and Territories, Government Agencies	
Industrial-Organizational Psychologists	States, Commonwealths, and Territories, Government Agencies	
Massage Therapists	States, Commonwealths, and Territories, Government Agencies	
Nail Technicians/ Manicurists/Pedicurists	States, Commonwealths, and Territories, Government Agencies	
Personal and Home Care Aides	States, Commonwealths, and Territories, Government Agencies	
Skin Care Specialists/Estheticians	States, Commonwealths, and Territories, Government Agencies	
Social Services Workers	States, Commonwealths, and Territories, Government Agencies	
Sociologists	States, Commonwealths, and Territories, Government Agencies	

Education and Industry *Certificates*

Title/Type/Descriptor of Certification Program	Issuing Organization	Source for Contact Information
Accredited Financial Counselor	Association for Financial Counseling and Planning Education	www.careertools.org Search under <i>Certification Information</i> by Human Services occupations
Adult Day Care Coordinators/Workers	Colleges, Universities, and Career-Technical Schools	
Barbers	Colleges and Universities	
Career Counselors	Colleges and Universities	
Career Counselors (Career Development Facilitator - CDF)	Center for Credentialing and Education, Career Development Facilitator	
Certified Childcare Professionals (CCP)	National Childcare Association	
Certified Financial Planners	Certified Financial Planner Board of Standards, Inc.	
Certified Financial Planners	Colleges and Universities	
Child Care Assistants	Colleges, Universities, and Career-Technical Schools	
Child Care Assistants (Certified Childcare Professional – CCP, Child Development Associate - CDA)	National Childcare Association, Council for Early Childhood Professional Recognition	
Child Care Facility Directors/Assistant Directors	Colleges, Universities, and Career-Technical Schools	
Child Care Facility Directors/Assistant Directors (CCP & CDA)	National Childcare Association, Council for Early Childhood Professional Recognition	
Child Care Workers	Colleges, Universities, and Career-Technical Schools	
Child Care Workers (CCP & CDA)	National Childcare Association, Council for Early Childhood Professional Recognition	
Child Development Associates (CDA)	Council for Early Childhood Professional Recognition	
Clinical, Counseling, and School Psychologists	Colleges and Universities	
Community Food Service Workers	Colleges, Universities and Career-Technical Schools	
Community Housing Service Workers	Colleges and Universities	
Consumer Advocates	American Institute of Certified Public Accountants	
Consumer Advocates	Colleges and Universities	
Consumer Affairs Officers	Peace Officer Training Certificate	
Consumer Affairs Officers	Colleges and Universities	
Consumer Credit Counselors	Association for Financial Counseling and Planning Education	
Consumer Credit Counselors	Colleges and Universities	
Coordinators of Volunteers	Colleges and Universities	
Cosmetologists/Hairdressers/Hairstylists/Shampooers	Colleges, Universities, and Career-Technical Schools	
Dieticians	Colleges, Universities, and Career-Technical Schools	
Educators for Parents	Colleges, Universities, and Career-Technical Schools	
Electrologists/Electrolysis Technicians	Colleges, Universities, and Career-Technical Schools	
Employment Counselors	Colleges and Universities	
Funeral Directors/Funeral Attendants	Colleges and Universities	
Industrial-Organizational Psychologists	Colleges and Universities	
Leisure Activities Coordinators	Colleges and Universities	
Marriage and Family Therapists	Colleges and Universities	

Marriage, Child and Family Counselors	Colleges and Universities
Massage Therapists	Colleges and Universities
Mental Health Counselors/Technicians	Colleges, Universities, and Career-Technical Schools
Mental Health Counselors (CCMHC)	Certified Mental Health Counselor
Mental Health Counselors (NCC)	National Board for Certified Counselors
Nail Technicians Manicurists/Pedicurists	Colleges, Universities, and Career-Technical Schools
Personal and Home Care Aides	Colleges, Universities, and Career-Technical Schools
Preschool Teachers/Teachers' Assistants	Colleges, Universities, and Career-Technical Schools
Preschool Teachers/Teachers' Assistants (CCP & CDA)	National Childcare Association, Council for Early Childhood Professional Recognition
Residential Advisors	Colleges and Universities
School Counselors	Colleges and Universities
School Counselors (NCSC)	National Certified School Counselor
Skin Care Specialists Estheticians	Colleges, Universities, and Career-Technical Schools
Social and Human Services Assistants	Colleges and Universities
Social Service Workers (ACSW)	National Association of Social Workers
Sociologists	Colleges and Universities
Substance Abuse and Behavioral Disorder Counselors	Colleges and Universities
Substance Abuse Counselors (MAC)	Master Addictions Counselor
Vocational Rehabilitation Counselors/Service Workers	Colleges, Universities, and Career-Technical Schools

Postsecondary Degree Options

Title/Type/Descriptor of Degree Program	Degree Conferring Organization	Source for Contact Information
Account Executives (Accounting, Business Administration & Management, Consumer Economics and Science)	Colleges and Universities	www.careertools.org Search under the topic <i>Training & Education</i>
Adult Day Care Coordinators/Workers (Family and Community Studies)	Colleges and Universities	
Bankers (Banking and Financial Support Services)	Colleges and Universities	
Barbers	Colleges and Universities	
Buyers (Purchasing, Procurement and Contracts Management)	Colleges and Universities	
Career Counselors (Counselor Education, Student Counseling & Guidance Services)	Colleges and Universities	
Certified Financial Planners (Consumer Economics and Science, Finance)	Colleges and Universities	
Child Care Facility Assistant Directors (Early Childhood Education)	Colleges and Universities	
Child Care Facility Directors (Early Childhood Education)	Colleges and Universities	
Clinical, Counseling, and School Psychologists (Clinical Psychology, Educational Psychology)	Colleges and Universities	
Community Food Service Workers (Family and Community Studies)	Colleges and Universities	
Community Housing Service Workers (Family and Community Studies, Housing Studies)	Colleges and Universities	
Community Service Directors (Family and Community Studies)	Colleges and Universities	
Consumer Advocates (Consumer Economics and Science)	Colleges and Universities	
Consumer Affairs Officers (Consumer Economics and Science)	Colleges and Universities	
Consumer Credit Counselors (Consumer Economics and Science)	Colleges and Universities	
Consumer Goods or Services Retailing Representatives (Consumer Economics and Science)	Colleges and Universities	
Consumer Research Department Representatives (Consumer Economics and Science)	Colleges and Universities	
Coordinators of Volunteers (Family and Community Studies)	Colleges and Universities	
Cosmetologists/Hairdressers/Hairstylists/Shampooers	Colleges and Universities	

Customer Service Representatives (Consumer Economics and Science)	Colleges and Universities
Dieticians	Colleges and Universities
Directors, Religious Activities/Education (Religious Education)	Colleges and Universities
Educators for Parents (Early Childhood Education)	Colleges and Universities
Electrologists/Electrolysis Technicians	Colleges and Universities
Emergency Relief Workers (Social Work)	Colleges and Universities
Employee Benefits Representatives (Consumer Economics and Science, Human Resources)	Colleges and Universities
Employment Counselors (Counselor Education, Student Counseling & Guidance Services)	Colleges and Universities
Event Specialists (Hospitality Operations)	Colleges and Universities
Field Merchandising Representatives (Marketing Operations, Consumer Economics and Science)	Colleges and Universities
Financial Advisors (Consumer Economics and Science, Finance)	Colleges and Universities
Funeral Directors Funeral Attendants (Funeral Services and Mortuary Science)	Colleges and Universities
Geriatric Service Workers (Family and Community Studies)	Colleges and Universities
Hospital Patient Accounts Representatives (Finance, Consumer Economics and Science, Accounting)	Colleges and Universities
Human Services Workers (Social Work, Family and Community Studies)	Colleges and Universities
Industrial-Organizational Psychologists	Colleges and Universities
Inside Sales Representatives (Consumer Economics and Science, Sales and Marketing)	Colleges and Universities
Insurance Representatives (Consumer Economics and Science)	Colleges and Universities
Investment Brokers (Consumer Economics and Science, Finance)	Colleges and Universities
Leisure Activities Coordinators (Family and Community Studies, Recreation Operations)	Colleges and Universities
Market Researchers	Colleges and Universities
Marriage and Family Therapists/ Marriage, Child and Family Counselors (Mental Health Services)	Colleges and Universities
Massage Therapists	Colleges and Universities

Mental Health Counselors/Technicians (Mental Health Services)	Colleges and Universities
Morticians/Embalmers (Funeral Services and Mortuary Science)	Colleges and Universities
Nail Technicians/ Manicurists/Pedicurists	Colleges and Universities
Nanny (Early Childhood Education)	Colleges and Universities
Personal Home Care Aides	Colleges and Universities
Personal Trainers	Colleges and Universities
Preschool Teachers (Early Childhood Education)	Colleges and Universities
Real Estate Service Representatives	Colleges and Universities
Religious Leaders (Religion/Religious Studies, Bible/Biblical Studies, Theology/Theological Studies)	Colleges and Universities
Residential Advisors (Family and Community Services)	Colleges and Universities
Sales Consultants (Consumer Economics and Science, Sales and Marketing)	Colleges and Universities
School Counselors (Counselor Education)	Colleges and Universities
Skin Care Specialists Estheticians	Colleges and Universities
Small Business Owners (Entrepreneurship)	Colleges and Universities
Social and Human Services Assistants (Social Work)	Colleges and Universities
Social Services Workers (Social Work)	Colleges and Universities
Sociologists	Colleges and Universities
Substance Abuse and Behavioral Disorder Counselors (Mental Health Services)	Colleges and Universities
Teachers' Assistants (Early Childhood Education)	Colleges and Universities
Vocational Rehabilitation Counselors/Service Workers (Mental Health Services, Family and Community Services)	Colleges and Universities

Section VII – Validation Overview/ Results



VALIDATION REPORT

Background

Cluster advisory committees made up of business and industry representatives, secondary/postsecondary educators, associations/organizations, government agencies and other stakeholders developed and conducted an initial review of the knowledge and skills statements. From July 15, 2002 through August 15, 2002, the States' Career Clusters Initiative conducted a national online validation of the knowledge and skill statements. The validation rated the degree of commonality and importance of each statement (see tables below). Each Cluster Committee reviewed the knowledge and skill ratings as well as any written responses to a particular statement. Likewise, each committee determined the appropriate action to take with regard to this data.

Cluster Question:

Question #1 : Is the knowledge and skill statement common to all occupations across the cluster ?	Question #2 : Is the knowledge and skill statement important to workplace success and/or further education ?
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Pathway Question:

Question #1 : Is the knowledge and skill statement common to all occupations across the pathway ?	Question #2 : Is the knowledge and skill statement important to workplace success and/or further education ?
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Rating Key:

Question #1: <input type="checkbox"/> Don't Know -N/A <input type="checkbox"/> Common to a few (25% or less) <input type="checkbox"/> Common to some (25 - 50%) <input type="checkbox"/> Common to many (51 - 75%) <input type="checkbox"/> Common to most (76 - 100%)	Question #2: <input type="checkbox"/> Don't Know -N/A <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Important <input type="checkbox"/> Critical
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General Validation Statistics for the Eleven Clusters

Total Number of Respondents: 1133 completed profiles, 828 completed validation

Number of States/Others Represented: All 50 states/5 other

Overall profiles of respondents:

Organization Type

Business/Industry – 17.3 %

State Agency – 13.4 %

Federal Agency – 2.4 %

Association – 6.2 %

Secondary Education – 36.5 %

Postsecondary Education – 14.1 %

Other – 10.1 %

Average # of Years of Experience: 18.3 years

Human Services Cluster Validation Statistics

Total Number of Respondents: 38

Number of States/Others Represented: 16

Overall profiles of respondents:

Organization Type

Business/Industry – 13.2 %

State Agency – 39.5 %

Federal Agency – 0 %

Association – 2.6 %

Secondary Education – 23.7 %

Postsecondary Education – 18.4 %

Other – 2.6 %

Average # of Years of Experience: 21 years

Cluster Responses

Ratings of "Don't Know" are not included in this report.

Question #1: Is the knowledge and skill statement common to all occupations across the cluster?

Question #2: Is the knowledge and skill statement important to workplace success and/or further education?

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
Cluster: Human Services												
HMC01.01	Complete required training and education/certification to prepare for human services employment.	34	3.59	0	2	10	22	3.50	0	2	13	19
HMC01.02	Apply mathematical skills and concepts of data analysis to prepare reports.	34	2.74	2	12	13	7	2.71	0	13	18	3
HMC01.03	Use and evaluate information resources to accomplish specific human services tasks.	34	3.41	0	5	10	19	3.26	0	4	17	13
HMC02.01	Apply principles of effective oral and written communication to talk and write effectively.	34	3.88	0	1	2	31	3.94	0	0	2	32
HMC02.02	Use listening skills to effectively interact with others.	34	3.88	0	1	2	31	3.91	0	0	3	31
HMC02.03	Recognize forms of non-verbal communication to fully understand meaning.	34	3.62	1	2	6	25	3.65	1	1	7	25
HMC02.04	Use aspects of cross-cultural communication to address diversity.	34	3.38	1	3	12	18	3.24	1	1	21	11
HMC02.05	Use helpful communication techniques to support individuals and groups (e.g., conflict resolution, facilitation skills).	34	3.29	2	3	12	17	3.44	0	2	15	17
HMC03.01	Assist individuals to recognize concerns and make informed decisions.	34	3.74	0	2	5	27	3.56	0	1	13	20
HMC03.02	Develop an individualized plan to reflect an individual's preferences, needs and interests.	34	3.12	1	6	15	12	3.18	0	4	20	10
HMC04.01	Use technology to access, manage, integrate and create information.	34	3.18	2	5	12	15	3.12	1	5	17	11
HMC04.02	Use existing organizational or classification system to manage information.	30	3.00	1	7	13	9	2.80	1	11	11	7

StatementCode	StatementDescription	# Rsps	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
HMC04.03	Use technology to apply principles of analyses and interpretation.	34	2.65	4	12	10	8	2.56	2	15	13	4
HMC05.01	Analyze the organizational structure of the workplace to provide effective services to the individual.	31	2.61	6	9	7	9	2.55	1	15	12	3
HMC05.02	Analyze principals of program planning, design and development to accomplish long-range goals.	33	2.91	2	9	12	10	2.91	2	7	16	8
HMC05.03	Use the range of human resources available to accomplish team objectives.	34	3.18	2	5	12	15	3.24	0	3	20	11
HMC06.01	Recognize risks and potentially hazardous situations to achieve a save and healthy environment.	33	3.42	1	4	8	20	3.61	0	3	7	23
HMC06.02	Evaluate emergency situations to defuse them and determine intervention strategies	34	3.24	0	5	16	13	3.65	0	0	12	22
HMC06.03	Study policies, procedures, and regulations regarding health and safety to promote a danger-free workplace.	34	3.09	2	9	7	16	3.38	0	6	9	19
HMC07.01	Recognize the organization's mission and its priorities to ensure quality.	32	3.28	1	5	10	16	3.06	0	6	18	8
HMC07.02	Recognize and model leadership and teamwork behaviors to inspire and motivate others.	33	3.12	2	6	11	14	3.12	1	4	18	10
HMC07.03	Analyze the environmental context and factors to see how they influence the organization and it's future direction.	33	2.52	7	11	6	9	2.61	1	17	9	6
HMC07.04	Recognize and use team work skills to take advantage of diverse abilities.	31	3.35	1	3	11	16	3.35	0	2	16	13
HMC08.01	Apply ethical and legal responsibilities to all conduct in the workplace.	29	3.76	0	3	1	25	3.97	0	0	1	28
HMC08.02	Study legal requirements of personal liability to help guide personal conduct.	31	3.32	2	2	11	16	3.32	0	4	13	14
HMC09.01	Continue professional development to keep current on relevant resources and information.	31	3.68	0	3	4	24	3.65	0	0	11	20

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
HMC09.02	Apply career development principles to assure personal and professional growth.	30	3.47	0	5	6	19	3.27	0	4	14	12
HMC10.01	Identify technical knowledge and skills required to function in career paths within the Human Services area.	29	3.34	1	4	8	16	3.03	0	7	14	8
HMC10.02	Use resource allocation and distribution to assist with planning the delivery of human services.	29	3.03	3	5	9	12	3.07	0	7	13	9
HMC10.03	Apply principles of human development to enhance the well being of the individual.	31	3.35	0	5	10	16	3.39	0	5	9	17
Totals:		976	3.27	44	154	271	507	3.27	11	149	382	434

Pathway Response

Ratings of "Don't Know" are not included in this report.

Question #1: Is the knowledge and skill statement common to all occupations within the pathway?

Question #2: Is the knowledge and skill statement important to workplace success and/or further education?

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
Cluster: Human Services		Pathway: Early Childhood Development & Services										
HMPA01.01	Obtain adequate education to meet state-specific requirements for work.	11	3.82	0	1	0	10	3.82	0	1	0	10
HMPA02.01	Uses grammatically correct standard English and competent reading skills to communicate.	11	3.82	0	0	2	9	3.55	0	0	5	6
HMPA02.02	Listen respectfully and attentively to children, parents, and staff members to collect input.	11	4.00	0	0	0	11	3.91	0	0	1	10
HMPA02.03	Write plainly, synthesizing and summarizing childhood development and services information to assure it is easily understood by parents and staff members.	11	3.55	0	0	5	6	3.45	0	0	6	5
HMPA02.04	Create and organize parent-teacher conferences, open houses and family forums to enhance family and community involvement.	11	3.27	0	1	6	4	3.27	0	1	6	4
HMPA03.01	Apply problem solving and critical thinking skills to provide solutions.	11	4.00	0	0	0	11	3.91	0	0	1	10
HMPA04.01	Use technology to enhance child care programs.	10	3.30	0	1	5	4	3.10	0	2	5	3
HMPA05.01	Maintain relationship with licensing and certification organizations to keep up with news and changes.	11	3.36	0	2	3	6	3.55	0	0	5	6
HMPA05.02	Create working relationships with parents and family members to maintain involvement.	11	4.00	0	0	0	11	3.64	0	0	4	7
HMPA06.01	Follow through with safety and sanitation procedures to assure compliance and readiness.	11	4.00	0	0	0	11	4.00	0	0	0	11
HMPA07.01	Create an inviting and encouraging atmosphere to encourage parent and family participation.	11	4.00	0	0	0	11	3.73	0	0	3	8
HMPA08.01	Adhere to ethical and legal responsibilities to protect children and families.	11	4.00	0	0	0	11	4.00	0	0	0	11

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
HMPA10.01	Apply principles of child growth and development, including social, emotional, physical and cognitive milestones to provide comprehensive program offerings.	11	4.00	0	0	0	11	4.00	0	0	0	11
HMPA10.02	Incorporate play and other activities to develop children's skills.	10	3.80	0	0	2	8	3.90	0	0	1	9
HMPA10.03	Evaluate activities and curriculum for inclusiveness of cultural diversity.	10	3.90	0	0	1	9	3.80	0	0	2	8
Cluster: Human Services		Pathway: Counseling & Mental Health Services										
HMPB01.01	Obtain adequate education to meet state-specific requirements, including licensures and certifications.	9	3.56	1	0	1	7	3.67	0	0	3	6
HMPB02.01	Apply principles of communication strategies to establish a collaborative relationship with the client.	9	3.89	0	0	1	8	4.00	0	0	0	9
HMPB02.02	Use principles of clarity and organization to write and speak well.	9	3.78	0	0	2	7	3.44	0	1	3	5
HMPB02.03	Apply principles of functional and specialized assessments to evaluate specific needs.	9	3.33	0	2	2	5	3.22	0	2	3	4
HMPB02.04	Write clearly, understandably and to the point to achieve effective communications.	9	3.89	0	0	1	8	3.44	0	1	3	5
HMPB03.01	Evaluate client motivation, strengths and weaknesses to develop a client treatment program.	9	3.67	0	0	3	6	3.56	0	1	2	6
HMPB03.02	Incorporate new knowledge to expand personal skills base.	9	3.78	0	0	2	7	3.44	0	1	3	5
HMPB03.03	Evaluate client for crisis intervention to apply intervention when needed.	9	3.56	0	1	2	6	3.89	0	0	1	8
HMPB04.01	Use computer skills to create comprehensive services.	9	3.22	0	1	5	3	2.67	1	3	3	2
HMPB05.01	Create a smoothly running program within in a given organization to fulfill contracts.	9	3.11	1	2	1	5	2.89	1	2	3	3
HMPB05.02	Use communications skills to interface effectively with referral sources, including the legal system.	9	3.67	0	0	3	6	3.67	0	0	3	6

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
HMPB05.03	Study group dynamics to identify functions and effects of larger and smaller groups on personal effectiveness.	9	3.22	0	1	5	3	3.22	0	2	3	4
HMPB06.01	Establish a physically and psychologically healthy environment for counseling and mental health services.	9	3.78	0	0	2	7	3.67	0	0	3	6
HMPB08.01	Behave professionally to fulfill ethical and legal responsibilities.	9	4.00	0	0	0	9	3.89	0	0	1	8
HMPB08.02	Observe ethical and legal responsibilities at all times to assure the best interests of the client are served.	9	4.00	0	0	0	9	4.00	0	0	0	9
HMPB10.01	Synthesize principles of counseling and relationship skills to motivate client change.	9	3.67	0	0	3	6	3.67	0	0	3	6
HMPB10.02	Verbally and nonverbally reinforce client statements to show change of attitude or report change of behavior.	9	3.44	0	1	3	5	3.44	0	1	3	5
HMPB10.03	Use personal and organizational positives to demonstrate that client welfare is foremost in this field.	9	3.56	0	1	2	6	3.11	0	1	2	5
HMPB10.04	Use counseling and therapy techniques effectively to selectively serve individual needs.	9	3.56	0	0	4	5	3.67	0	0	3	6
HMPB10.05	Recognize strategies of reflection, interpretation, affirmation, summarizing and tracking to evaluate when to use a particular strategy.	9	3.78	0	0	2	7	3.56	0	1	2	6
HMPB10.06	Apply strategies as counselor/therapist and consultant to promote individual learning.	8	3.75	0	0	2	6	3.63	0	1	1	6
HMPB10.07	Create milieus and solutions to respect cultural diversity.	8	3.75	0	0	2	6	3.38	0	0	5	3
HMPB10.08	Consult with schools and business organizations to provide recommendations for successful change.	9	3.00	1	1	4	3	3.00	0	2	5	2
HMPB10.09	Consult with business to provide Employee Assistance Programs or in-house intervention strategies.	9	2.56	1	3	4	1	2.78	0	4	3	2
Cluster: Human Services		Pathway: Family & Community Services										
HMPC01.01	Enroll in academic program in Human Services area to obtain basic skills.	4	4.00	0	0	0	4	3.75	0	0	1	3

StatementCode	StatementDescription	# Rsp	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
HMPC01.02	Identify degree, certification, diploma or credential required for appropriate Human Services area.	4	3.75	0	0	1	3	3.75	0	0	1	3
HMPC01.03	Identify individual, social, historical, economic, and cultural context to increase awareness of family and community services.	4	3.50	0	1	0	3	3.00	0	2	0	2
HMPC02.01	Evaluate and identify a range of effective communication strategies and skills necessary to establish a collaborative relationship with others.	4	4.00	0	0	0	4	4.00	0	0	0	4
HMPC03.01	Recognize concerns and assist individuals to make informed decisions.	4	4.00	0	0	0	4	3.50	0	0	2	2
HMPC03.02	Recognize various treatment plans to adjust to client needs.	4	3.75	0	0	1	3	3.50	0	0	2	2
HMPC05.01	Access community resources to gain a broad awareness of available help.	4	3.50	0	1	0	3	3.50	0	0	2	2
HMPC05.02	Examine state and local social services structures to expand resource base.	4	3.25	0	1	1	2	2.75	0	2	1	1
HMPC05.03	Communicate with client's family system to gain family support.	4	4.00	0	0	0	4	3.75	0	0	1	3
HMPC06.01	Examine laws governing abuse, neglect and confidentiality and other health and safety situations to establish legal aspect of operation.	4	3.50	0	0	2	2	3.50	0	0	2	2
HMPC06.02	Examine crisis prevention, intervention and resolution techniques to formulate emergency plans.	4	3.75	0	0	1	3	3.75	0	0	1	3
HMPC08.01	Know the rules of confidentiality to apply them and inspire confidence.	4	4.00	0	0	0	4	4.00	0	0	0	4
HMPC10.01	Exercise formal and informal assessment practices in order to respond to the needs, desires, and interests of the clients.	4	3.75	0	0	1	3	3.75	0	0	1	3
HMPC10.02	Visit other sites and agencies to identify community support and service networking available.	4	3.25	0	1	1	2	3.00	0	1	2	1

Cluster: Human Services

Pathway: Personal Care Services

StatementCode	StatementDescription	# Rsps	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
HMPD01.01	Apply mathematics skills to solve problems.	5	2.80	1	1	1	2	3.20	0	1	2	2
HMPD01.02	Apply principles of biology, identifying plant and animal living tissues, cells, organisms and entities to provide safe and effective products and services.	5	2.60	0	3	1	1	3.00	0	1	3	1
HMPD01.03	Interpret written sentences and paragraphs in work-related documents to obtain items of information.	5	3.20	0	1	2	2	3.40	0	0	3	2
HMPD01.04	Apply principles of chemistry, explaining the composition, structure and properties of substances and of chemical processes to prove broad-range abilities.	5	2.60	0	3	1	1	3.00	0	1	3	1
HMPD01.05	Apply basic principles of human anatomy to classify areas of potential problems.	5	3.00	0	2	1	2	3.60	0	0	2	3
HMPD02.01	Select communication strategies to effectively serve personal care clients/family members.	5	4.00	0	0	0	5	4.00	0	0	0	5
HMPD02.02	Apply advertising principles, including media production, and communication and dissemination techniques/methods to attract and retain a large clientele.	5	2.00	3	0	1	1	2.60	0	3	1	1
HMPD03.01	Assist individuals to recognize concerns and make informed decisions.	5	3.60	0	0	2	3	3.80	0	0	1	4
HMPD03.02	Facilitate the development of an individualized plan to reflect client/family preferences, needs, and interests.	5	3.20	0	1	2	2	3.80	0	0	1	4
HMPD03.03	Use time management principles and techniques to achieve objectives.	5	4.00	0	0	0	5	4.00	0	0	0	5
HMPD03.04	Use interpretation and evaluation skills to enhance client satisfaction.	5	3.60	0	1	0	4	3.80	0	0	1	4
HMPD04.01	Apply principles of analysis to the uses of technology.	5	2.80	0	2	2	1	3.00	0	1	3	1
HMPD04.02	Keep electronic records of client services to assure efficient access to crucial personal and health information.	5	2.80	0	3	0	2	3.00	0	1	3	1
HMPD05.01	Allocate resources to provide maximum benefit for the client, service provider, business or organization.	5	3.40	0	1	1	3	3.60	0	0	2	3

StatementCode	StatementDescription	# Rsps	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
HMPD05.02	Examine the range of personal care resources to access at appropriate times.	4	3.75	0	0	1	3	3.75	0	0	1	3
HMPD06.01	Practice emergency policies and procedures regarding health/safety for assurance you can apply them when needed.	4	4.00	0	0	0	4	4.00	0	0	0	4
HMPD06.02	Recognize risks and potentially hazardous situations to help minimize workplace dangers.	4	4.00	0	0	0	4	4.00	0	0	0	4
HMPD07.01	Set priorities to accomplish the mission of the personal care organization.	4	3.75	0	0	1	3	3.50	0	0	2	2
HMPD07.02	Access appropriate materials to establish a personal role in setting personal care organization priorities.	4	3.75	0	0	1	3	3.50	0	0	2	2
HMPD07.03	Study resource allocation and distribution to organize business objectives.	4	2.75	1	1	0	2	3.00	0	1	2	1
HMPD07.04	Analyze the personal care environmental context and factors that may influence future direction.	4	3.50	0	1	0	3	3.75	0	0	1	3
HMPD07.05	Apply principles of conflict resolution to solve problems.	4	4.00	0	0	0	4	3.50	0	0	2	2
HMPD07.06	Use leadership skills to maintain a positive relationship with the community.	4	3.50	0	0	2	2	3.50	0	0	2	2
HMPD09.01	Continue professional development to keep current on relevant resources and information.	4	3.75	0	0	1	3	3.75	0	0	1	3
HMPD10.01	Apply technical knowledge and skills required to function in personal care services pathway.	4	3.75	0	0	1	3	3.75	0	0	1	3
HMPD10.02	Synthesize client and professional information to attract new clientele and retain present clientele.	4	3.00	0	2	0	2	3.00	0	1	2	1
HMPD10.03	Use principles and processes involved in business and organizational planning, as well as coordination and execution to run a successful business or organization, to apply administrative and management skills.	4	2.50	2	0	0	2	3.25	0	0	3	1

StatementCode	StatementDescription	# Rsps	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
HMPD10.04	Apply administrative/clerical procedures and systems to facilitate an organization that runs smoothly and provides client satisfaction.	4	2.75	1	1	0	2	3.50	0	0	2	2
HMPD10.05	Apply principles and processes for providing personal care services to satisfy the client's expectations.	4	3.75	0	0	1	3	3.50	0	0	2	2
HMPD10.06	Apply design techniques, principles, tools and instruments needed to develop quick, easy and safe delivery of client services.	4	2.75	1	1	0	2	3.00	1	0	1	2
HMPD10.07	Apply economic and accounting principles and practice to invest for business success and growth.	4	2.75	1	1	0	2	3.25	0	1	1	2
HMPD10.08	Apply principles of mechanics to choose, evaluate and maintain service equipment.	4	3.25	0	1	1	2	3.75	0	0	1	3
Cluster: Human Services		Pathway: Consumer Services										
HMPE01.01	Obtain recommended academic credentials and licensures to prepare for a career in consumer services.	3	3.33	0	1	0	2	3.33	0	1	0	2
HMPE01.02	Obtain a broad based knowledge in consumer products and industry equipment to allow demonstration of product/equipment features and associated uses.	3	3.33	0	1	0	2	3.33	0	1	0	2
HMPE01.03	Read and understand current research information to include in presentations to clients and consumers.	3	3.33	0	1	0	2	3.33	0	1	0	2
HMPE02.01	Motivate clients/consumers to follow through with recommendations to serve the clients'/consumers' best interests.	3	3.67	0	0	1	2	3.33	0	0	2	1
HMPE02.02	Communicate to clients/consumers orally and in writing to explain consumer services offered, using standard English.	3	4.00	0	0	0	3	4.00	0	0	0	3
HMPE03.01	Use critical thinking skills of analyzing, synthesizing and evaluating economic and budgeting principles to solve financial/economic problems.	3	3.67	0	0	1	2	3.67	0	0	1	2
HMPE04.01	Use business tools to access, manage, integrate and create consumer services information.	3	3.67	0	0	1	2	3.00	0	1	1	1

StatementCode	StatementDescription	# Rsps	Q1 Avg	Q1=1	Q1=2	Q1=3	Q1=4	Q2 Avg	Q2=1	Q2=2	Q2=3	Q2=4
HMPE04.02	Expand information into a print interview or feature to provide for newspaper coverage.	3	3.00	0	1	1	1	2.67	0	2	0	1
HMPE04.03	Identify “talking points” to prepare brief three-minute TV advertising spots.	3	3.00	0	1	1	1	2.67	0	2	0	1
HMPE06.01	Establish a physically and psychologically healthy environment to offer consumer services in a safe environment.	3	3.33	0	1	0	2	3.33	0	1	0	2
HMPE08.01	Behave ethically to provide recommendations in the best interests of the client/consumer.	3	3.67	0	0	1	2	4.00	0	0	0	3
HMPE10.01	Use business procedures to produce successful client outcome and business success.	3	3.67	0	0	1	2	3.33	0	0	2	1
Totals:		610	3.51	14	54	118	424	3.50	3	52	173	381

Section VIII – Assessment Protocol Certification Protocol

Deliverable #7

Title: Protocol for Career Clusters Assessment

8/5/2002 4:00 PM

Definition of Career Clusters Assessment

Assessment, within the context of the Career Clusters Initiative, is defined as *a **measurement** of what a learner should know and be able to do*. The academic and technical knowledge and skills common to all occupations and pathways within a single cluster are initially addressed in the Career Clusters Initiative. Each cluster measures or assesses a learner's knowledge and skills related to the cluster.

Purpose of the Protocol for Career Clusters Assessments

The purpose of this document is to provide:

- Minimum criteria for selecting existing assessment instruments that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for developing new assessment instruments that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for validating and determining reliability of assessment instruments.

Functions of Career Clusters Assessment

Career Cluster Assessment serves to

- *measure* (assess) *student achievement*, both cognitive and performance, in areas of academic and technical knowledge and skills for each cluster
- *provide the basis* for a transportable, industry-endorsed certification.

Operational Guidelines for Career Clusters Assessment

This protocol includes minimum criteria/expectations career cluster designers need to apply in the selection/development of assessment modalities. Career clusters assessment:

CONTENT

- measures all 10 Foundation knowledge and skills.
- customizes context of questions and applications to individual clusters.
- reflects a high degree of specificity of measurable knowledge and skills.
- aligns to academic standards.
- connects to post high school standards and competencies.
- is consistent with Perkins data-quality criteria.

FORM

- combines a minimum of two modalities: cognitive and performance.
- includes an item bank that can accommodate multiple applications.
- reflects quality design and clear formats.

APPLICATIONS AND USES

- offers diagnostic feedback to the learner.
- provides added value to the user (employer, post high school); not required for employment.
- affords portability of results.
- provides cues for instruction.

ADMINISTRATION

- validates identity of test takers through a secure system.
- affords flexible administration, e.g. single assessment per foundation cluster topic or combination of topics.
- provides flexible timing for administration.
- affords no cost or low cost to students.
- includes an affordable, user-friendly process to cover administrative costs.
- reflects an administration process that is as consistent as possible with other career cluster assessments.
- includes an affordable, user-friendly maintenance process.

VALIDITY AND RELIABILITY

- uses consistent, reliable, and technically strong elements.
- is recognized by business and industry.
- is recognized by post high school education and training.

Deliverable #8

Title: Protocol for Career Clusters Certification

8/23/2002 2:28 PM

Definition of Career Clusters Certification

Certification, within the context of the States' Career Clusters Initiative, *documents* learner achievement of the academic and technical knowledge and skills common to all pathways and occupations within a cluster. It is based on valid and reliable assessments. A certificate is recognized by employers, secondary education, and post high school education as "value added to the admissions process to further education, immediate employment process, and/or to employment advancement".

Purposes of the Protocol for Careers Cluster Certification

The purposes of this document are to provide:

- Minimum criteria for selecting existing certification programs that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for developing new certification programs that align to the academic and technical knowledge and skills identified for each cluster.
- Minimum criteria for determining the value of a certification program.

Functions of Career Clusters Certification

Career Cluster Certification serves to provide a consistent, transportable method of documenting learner achievement of a Career Cluster's validated academic and technical knowledge and skills. The system is based on valid and reliable assessments.

Operational Guidelines for Career Clusters Certification

This protocol includes minimum criteria/expectations career cluster designers need to apply in the selection/development of certification processes. Career clusters certification:

- Defines the purpose and scope of the certificate.
- Bases issue of the certificate on assessed learner proficiencies and competencies related to a Career Cluster's validated academic and technical knowledge and skills.
- Requires learner to meet the assessment benchmark identified.
- Informs the public concerning the knowledge and skills of the certificate holder.
- Indicates date of issue on the certificate.
- Issues certificate from the State (State Director of Career-Technical Education or appropriate designee) if the issuing organization is a secondary or post secondary education institution.
- Issues certificate from the CEO (or an appropriate designee) of an issuing professional organization/agency/institution/company.
- Requires issuing organization to maintain a database (state and/or national) of certificate holders based on the respective term of renewal.



National Association of State Directors
of Career Technical Education Consortium

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